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ABSTRACT

This is a study of the views of Cerritos College (California) administrators, staff, and students about the college, its mission, and goal attainment. The study charts the influences of a large scale mission-defining, image-enhancing campaign launched by the administration to place emphasis on the college's transfer mission. The President's Emphasis on Transfer (PET) Project is a longitudinal attempt by the college to provide opportunities for students to link with baccalaureate degree-granting colleges and universities. The study's goal was to document the programs, initiatives, and directives of the PET Project and the potential initial impact they had on constituent perceptions of the transfer mission of the institution. A major finding revealed that students and staff alike enjoy the working relationship they have within the college and possess a positive image of the college as supportive, innovative, and effective. However, the constituents were divided in terms of academic emphasis and student potential for goal achievement. With minimal involvement in collegiate activities, students still shared a belief that the college had their best interests at heart. They were motivated to further their education, yet faculty members expressed a lack of confidence in the abilities of students to achieve. Contains summary of findings with comments, glossary of pertinent terms, appendix with 46 tables, and 87 references. (MKF)

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UNIVERSITY OF CALIFORNIA

Los Angeles

Converting a Community College to an Emphasis on Transfer: A Study of Assessment and Documentation

A dissertation submitted in partial satisfaction of the
Requirements for the degree Doctor of Philosophy
in Education

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ABSTRACT OF THE DISSERTATION

Converting a Community College to an Emphasis on Transfer: A Study of Assessment and Documentation

by

JoAnn Smartt-Gaither

Doctor of Philosophy in Education

University of California, Los Angeles, 1999

Professor Arthur M. Cohen, Chair

This is a study of the views of Cerritos College administrators, staff and students about the college, its mission and goal attainment. The study charts the influences of a large scale mission-defining, image-enhancing campaign launched by the administration to place emphasis on the college's

transfer mission.

The President's Emphasis on Transfer (P.E.T.) Project is a longitudinal attempt by the Cerritos College chief administrator to provide a "smorgasbord" of opportunities for students to link with baccalaureate degree granting colleges and universities. The study's goal was to document the programs, initiatives and directives of the P.E.T. project and the potential initial impact they had on constituent perceptions of the transfer mission of the institution. Pre and post-P.E.T. Project surveys spanning a period of nine years provided information about the college, its constituents, and their levels of satisfaction with services, policies and institutional effectiveness.

The multiple surveys provided "before and after P.E.T." snapshots of the extent the respondents understand the college mission and goals. In conjunction with the quantitative surveys, additional notations used to understand the college policies, climate and culture included information condensed from registration, matriculation and retention data, conversations with campus staff and students and, P.E.T. Taskforce meeting agendas and minutes.

A major finding of the study revealed that students and staff alike enjoy the working relationship they have within the college and possess a positive image of the college as supportive, innovative and effective. However, the constituents were divided in terms of academic emphasis and student potential for goal achievement. With minimal involvement in collegiate activities, students still shared a belief that the college had their best interests at heart. They were motivated to further their education, yet faculty members expressed a lack of confidence in the abilities of students to achieve.

An additional purpose of the study was to test fundamental concepts of contingency and organizational theories based on the perceptions of the primary college constituents. Organizational change theory proved to be significant in offering explanation for the behaviors indicated in this study, but of greater relevance was the path-goal model for contingency theory of motivation and leadership.

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CHAPTER ONE: INTRODUCTION

In a time when much controversy surrounds the educational objective of increased academic opportunity beyond secondary school, community colleges provide educational access to many traditional and non-traditional students (Cohen & Brawer, 1987; Laden, 1992; Banks, 1992; Karabel, 1972). The National Center for Education Statistics Projections of Education Statistics to 2004 (1994) reports that by the year 2000, of the estimated 14 million undergraduates, 5.8 million or 42% will be enrolled in two-year colleges.

Many of these students, who earlier would not have considered going beyond high school, see the necessity in continuing their education for career development and personal enhancement. It is also estimated that if the current trends persist, only 9% will earn Associates Degrees and/or complete requirements for transfer to baccalaureate institutions (Mabry, 1993; Laden, 1992). While students are seeking access to higher education through community colleges at increasingly higher rates, many of these students are not completing the process of transfer and baccalaureate degree completion. Statistically, we are losing key components of the academic pool, but also we are losing future members of the academic family, whose diversity, cultural heritage, insights and academic prowess add to the richness of our society.

The disparity between the number of students who enter expressing interest in transfer and the number who do go on to four years institutions is growing (CPEC, 1989; Grubb, 1992; Mabry, 1993, Orfield & Paul, 1993). As there exist extramural rationales, such as family obligations, employment responsibilities and funding inadequacies rendering substantial explanations for this widening disparity, there are intramural factors, such as institutional effectiveness and college image which are also influential.

The Arizona State Board of Directors for Community Colleges (1990) developed a comprehensive picture of successful Arizona community college transfer students. Their results enumerate the multiple influences affecting transfer decisions and rates. Potential transfer students have common objects of preparing for transfer programs; are utilizing their local colleges; demonstrate academic readiness by maintaining above average grade points and are satisfied with their education. Similar studies done by Ludwig (1993), Banks (1992a), and Knoell (1997) also corroborated these points.

Transfer intervention early in the game is important to begin to clarify student perceptions of what they want to achieve. It should also be noted that from student success research, student perceptions of the college mission and academic emphasis, are influenced by how the administration, staff, faculty and constituents view the role of the college (Tinto, 1975; Astin, 1977; Pascarella & Terenzini, 1991). Concerns of student perceptions and attitudes toward the institution's programs may be entwined with the perceptions and attitudes of key administrators, staff, board officials and faculty members as they relate to:

1) the mission of the college
2) curriculum content
3) academic standards
4) student educational goals
5) career development
6) attendance/participation behavior
7) faculty perceptions of students
8) staff/student interaction

The principal interest of this study was constituent perceptions of the college mission.

> "We know that the transfer of students from community colleges to senior institutions is only one of the community colleges' major educational missions. Others include preparing students for job entry or career upgrading, teaching literacy and general education, and satisfying the students' personal interests. Measuring the colleges' transfer [image] by no means tacitly elevates the transfer function above those others; it merely provides an indicator of institutional accomplishment in that one area" (p1).

As highlighted above by Cohen (1994), the transfer function of the community college is a vital part of the total institutional menu. With the increasing number of students using community college education as preparation for baccalaureate degree attainment, it is positively indicated that studies documenting programs, projects and procedures that augment this vital component of higher education be conducted.

Transfer has been a primary aim of the community college since the earliest days of its precursor, the junior college, at the beginning of the 20th century (Eaton, 1994). Now as we stand at the threshold of the 21st century, a brief historical review is helpful in understanding the cyclic rejuvenation occurring within two-year institution mission statements.

The Community College Function

Early recordings of researchers Campbell (1930), Colvert (1947) and Koos (1925) report on the beginning missions of the junior college. Whether emerging from secondary schools or the restructuring of four-year institutions or established independently, these institutions made commitments to student transfer curriculum. While transfer was not the sole purpose, it was a major purpose of the early junior college. In 1925 the

American Association of Junior Colleges (AAJC) defined the junior college as:

> "...an institution offering two years of instruction of strictly collegiate grade. This curriculum may include those courses usually offered in the first two years of the four-year colleges; in which case these courses must be identical in scope and thoroughness, with corresponding courses of the standard four-year college" (Bogue, 1950, p. xviii).

In reference studies conducted by Eaton (1994), college catalogs and surveys of course offerings during the first forty years of the junior college confirm that liberal arts academic courses leading to transfer made up the majority of junior college work.

"The 1940's were a pivotal decade for the junior college. It was during these years that the change to the *community* college took place" (Eaton, 1994, p. 29). In evaluating the twenty-year post World War II period from 1945 to 1965, records of community college vocational enrollments show a growth at the expense of liberal arts enrollments (Eaton, 1990). The G.I. Bill, instrumental in this escalation, provided the funding support, while the Truman Commission report provided the emphasis on vocational and community-based education to foster this growth spurt.

Two-year colleges multiplied and progressed in California as in no other state. In 1959, California legislation authorized and enacted the development of *A Master Plan for Higher Education in California.* This 300+ page document, published in 1960, outlined the role, purpose and function of each of the three segments of higher education – the community college, the State colleges and the University of California.. Specifically, the role of the two-year college is indicated as follows:

1. To provide the first two years of college education for those students wishing to transfer to a four-year institution.
2. To grant the Associate of Arts degree to those students who complete successfully a prescribed two-year program of studies
3. To offer vocational-technical training, general education, and other appropriate programs to prepare youth for occupations which require no more than two years of training.
4. To provide satisfactory counseling services
5. To offer remedial courses for those students who may profit by such instruction

These guidelines along with many goal statements of two-year colleges, list transfer education first in the written mission statements. This reflects the purposeful thought of community colleges providing an educational bridge between secondary education and continued higher education.

In the article "Graduation requirements, general education and the liberal arts," Brinkman (1994) offered ex-post facto and correlation research concerning the relationship between community college curriculum offerings and associate degree completion. Brinkman did comparisons of 40 community colleges in five main liberal arts subject areas of humanities, English, social sciences, computer sciences, and science/mathematics. The graduation requirements came from five associate degree types: the Associate of Arts, Associate of Science, Associate of Applied Arts, Associate of General Science and Associate of Liberal Science.

Brinkman found that the general education requirements for community college graduation match what the colleges are offering as part of their curriculum. He acknowledges that states usually standardize these requirements, therefore the students have many options to select from to fulfill the requirements for graduation. He adds that "if the general education pattern at community colleges matches that at four-year institutions, students who complete the general education requirements at community colleges can use those credits to transfer to four-year schools"(p. 48).

Brinkman concluded that the community college does provide a realistic opportunity for students to obtain associate degrees. He expounds further that the availability of general education courses serves both the facilitation of graduation and the transferring to four-year institutions.

VanderKelen (1994) in conducting a study on the stability and change in the liberal arts curriculum during the latter part of the 20th century, emphasizes the flexibility of the liberal arts to fulfill the diverse functions of the community college, from transferring to vocational training.

Both of these studies along with many retention researchers (Tinto, 1990; Laden, 1992; Eaton, 1994) point to the fact that community colleges are viable resources within the community for access to continued higher education. Changes in education policies and affirmative action mandates continually point to the need for community colleges to stand in the gap between secondary education and higher degree acquisition.

The transfer rate is affected by so many variables and colleges need to make solid commitments to transfer related issues to effectively improve transfer rate statistics. Student support services in many cases are in place and students show need for these services, but they are not being used to a great degree. A priority for community colleges appears to be the need for more research on methods to improve community college constituent involvement (Mabry, 1993; El-Khawas & Knapp, 1996).

CHAPTER TWO: BACKGROUND

Chapter One introduced the community college function and the concept of perceptions as an important factor in the image and evaluation of an institution. It provided a set of terms to define these concepts and expressed a need for the further study and documentation of organizational change research. This chapter looks at work done in the sociology of organizations and relates these studies to the purpose of this investigation.

Purpose of the Study

Whether planned, spontaneous or resulting from chaotic phenomena, change is inevitable. Whether subtle or coercive, the stimulus for change once initiated, directed, propagated and received produces measurable outcomes. The documentation of the perceptions of this process is the central theme of this study.

How does one effectively study the ramifications of organized change? It is the design of this researcher to follow two main avenues in describing change - 1) direction and 2) perception. Direction encompasses the "battle plan" strategies for implementing the change processes. Perceptions are evaluations based on the thoughts, ideas, conceptions and experiences of the major college constituents (students, staff, faculty, and administrators) as they relate to the college environment.

The P.E.T. Project has a minimum five-year working goal and this study was designed to assess only the initial impact of this on-going plan. Although written in the past tense, the report is part of continuing assessment and evaluation component that will continue to chart the progress of the campus-wide campaign.

This study documents constituent beliefs about the college mission by various pre and post-P.E.T. project indicators. These indicators include: 1) student/staff perceptions of what the college academic emphasis is, 2)student/staff perceptions of what the college academic emphasis should be and 3) student/staff perceptions of the administrative leadership style and influence.

From this documentation, findings in key areas give an initial picture of the efficacy of the P.E.T. Project, and establish change assessment parameters and guidelines useful to the community college transfer process. These guidelines provide practical information for assisting community college administrators and decision-makers in augmenting the program's practices. Other community college administrators will have an excellent database for comparison of similar influences that contribute to successful institutional change.

In this, as in any study, although many inter-linking factors are prevalent, it is important to define the scope of the inquiry within suitable limitations of time, interests, logistics and resources. As the college shifts its focus to be more transfer-directed what aspects of the modification process can be directly attributed to the PE.T. Project and the influences of administrative leadership? Several steps were involved in determining the range of respondent perceptions of the college mission and the potential influences of the P.E.T. project.

First was an examination of pre-P.E.T. institutional effectiveness data, particularly focusing on the services and satisfaction levels reported for established student support programs (primarily those related to the transfer mission and goals). Second, was an examination of the planned organizational change strategies instituted to increase transfer awareness at the college. Examined were only cases where the P.E.T. Project introduced planned innovation. Changes emanating from random variation or maturation are excluded. Organizational situations where change was intended to be temporary or short run were also excluded. Only examined were cases in which the change was intended to be long term. Third, was the examination of institutional effectiveness and transfer-related surveys generated since the conception and involvement of the P.E.T. Project.

Rationale for the Study

Much has been researched and written about organizations (closed, rational, natural or open systems), their governance (public vs. private) and perpetuity (adaptations and innovations) (Hannan & Carroll, 1992; Zucker, 1988; Meyer & Scott, 1983; Grusky & Miller, 1981; Kahn, 1974). Even in this abundance there still exist areas in documenting the dynamics of institutional change that require further study.

The outcomes and successes of the change process in organizations are not clear in organizational literature, but organizational theorists have identified forces that enable change (Goodman & Kurke, 1982). Even with the presence of these forces there is the suggestion that fundamental, lasting change may not occur unless the aspects that shape and perpetuate an organization are also changed (Smith, 1982).

This is especially true of institutions of higher education, where many colleges are finding it necessary to adapt new strategies to meet the changing needs of their constituents; to adapt to changes in financial stability; and to meet the evolving demands of the work force (El Khawas & Knapp, 1996).

Literature Review

My study involved documenting the initiation and possible effect deliberate leadership processes had on producing significant change within an educational institution. I reviewed literary examples on how organizations undergo planned change strategies and the effect leadership dynamics had on the institutionalization of the measures used.

Components of two major analytical frameworks were reviewed in explaining organizational behaviors within this study. One was a contingency-based theory of motivation and leadership , the other organizational change theory. Often referred to as organizational culture, organizational values, beliefs, rituals, and methods function to preserve organizational patterns of behavior (Richardson, 1991; Tierney, 1988).

Tierney (1988) argued that organizational change is a product of the struggles between operating structure and individual (constituent) consciousness within the organization. The organization itself, its structure (divisions, departments, formal roles, etc.) and processes (from the acts of decision-making to the actions of scheduling classes and writing memoranda), constitute only one component in the precipitation of change within the organization. The other part emerges from the interpretation of organizational participants (p. 17). These interpretations involve both past structures and behaviors of the organization and its leaders, as well as, the present structures and processes, both in how they are communicated and in how they are perceived.

Organizational participants give meaning to actions, to how things happen at their college, and they attribute these actions to college leadership (Tierney, 1988). Organized change and leadership are thus connected. From this line of thought I formed research questions about the perceived role of the college and it relationship to administrative leadership strategies.

Background on Organizational Theories

According to Goodman et al. (1980) organizational change is a central issue in organizational theory but most of the discussions of organizational change provide few insights into the issues surrounding the processes of change. Primarily research centers on documenting the phases of change, describing intervention techniques or reviewing qualitative and quantitative research studies.

In the early 1960s, as scientific and technical innovations placed new demands on all types of organizations, Katz and Kahn (1966), among other organizational theorists, noted the change in perspective among organizational researchers. Organizations were characterized as systems composed of separate subunits or subsystems that continually interact with and are mutually dependent on one another (von Bertalanffey, as cited in Bowditch & Buono, 1990; Katz & Kahn, 1966). More comparisons and interactions were noted between the structural and human dimensions of organizations and the influence of external environmental factors.

The 1970s were marked with resuscitations of Marx and Weber's writings on organizations. The 1960s organizational theory of the firm was coupled to the concern with the organization as an arena which individuals attempt to dominate and enforce their own ends on the organization. Within this structure many self-serving coalitions jostle for control. The coalitions engaged in competitive bargaining for organizational resources and positions. The organization was seen as a composite of dominance seeking, strategically calculating, and resource garnering coalitions that were conceptualized as centers of power (Clegg, 1990).

The decades of the 1970s and 1980s saw change occurring rapidly and individual contributors responded by working harder and smarter. Management that provided support for individual achievement supported this change.

The postmodern organizations of the 1980s and 1990s stand in awkward contrast with Weberian modernist representations. More creative organizational design developed from the proliferation of collective workers becoming their own supervisors. Within the core of the organization, authority and power issues among coalitions tend to diminish and concerns about outcomes proliferate. Clegg (1990) spoke of the break-up of organized capitalism and a postmodern tendency toward greater differentiation. Where modernist organizations were rigid, postmodern organizations tend to be more flexible.

Planned Organizational Change Frameworks

Educational institutions are in a constant, although slow state of flux; ever so gainfully moving, progressing and adapting. This innate, spontaneous evolvement corresponds with the organization's need to maintain an operational steady state.

Goldstein and Burke (1994) espoused that organizations tend to change primarily because of external pressure, rather than an internal desire or need to change (p. 473). In part, because of this reactionary type of response, researchers are only beginning to understand the nature of change and how to manage the processes involved, especially with respect to institutions.

The concepts of planned change are rooted in foundations of institutionalization. There can be no serious talk of planned change without the invested interest of institutionalized new behaviors (Goodman, et al., 1980).

Institutionalization refers to the long term engraving of policies and practices of ideas or programs within the organization. As an outcome, institutionalization places organizational structure and practice parallel to interests and policies. Yet as a process, institutionalization interacts and reflects the influence of organized interests and the actors involved (Zucker, 1988).

Years of study have been devoted to charting institutions and the nature of their development and growth. Research literature is replete with studies that focus on community colleges at the organizational and the substructure levels of development (Ludwig, 1993; Dougherty, 1991; Townsend, 1989; Cohen & Brawer, 1987).

My study addressed aspects of the organizational relationship between the institution and its constituents. Many decades of research on institutionalization point to several facets of the research that address the relationship between leadership and subordinate behavior. Prominent among them and related to this study on organizational change are the theoretical concepts of organizational behavior and organizational effectiveness. Issues also related to this research include organizational design, organizational climate, organizational culture, and organizational politics. These concepts all set part of the major stage upon which the dynamics of organizational change is documented (Katz, 1966; Grusky & Miller, 1981; Tierney, 1990; Hannan & Glenn, 1992).

Relevance to the study

In the early 1950s, Kurt Lewin developed a model explaining organization change based on the open-systems view that organizations – like living creatures- tend to continually work to maintain a steady state

(Goldstein & Burke 1991).

Kurt Lewin conceptualized a stop-start process of unfreezing, movement and refreezing to symbolize a major change effort. According to Lewin, a pioneer in the field of social psychology of organizations, the first step of any change process is to unfreeze the present pattern of behavior as a way of managing resistance to change. "[This] ... is intended to heighten organizational members' awareness of their own behavioral patterns and make them more open to the change process. The second step, movement involves making the actual changes that will move the organization to another level of response. The final stage of the process, refreezing, involves stabilizing or institutionalizing these changes by establishing systems that make these behavioral patterns secure against change" (Lewin as cited in Goodstein & Burke, 1991, p. 477).

Achieving lasting organizational change is to squelch resistance to the upcoming transformation; allowing implementation of the desired change behaviors and cementing these changes in order to permit the institutionalization process to adhere. This type of functioning is primarily evident in cases where leadership dynamics are key to the implementation of the change process.

Using Quality of Work Life programs, Goodman and Dean (1994) looked at the factors that effect the institutionalizing of change efforts. For persistent organizational change to be sustained, measures must be taken to ingratiate the prescribed innovations into the existing system. These methods determine the degree and extent of institutionalization to occur. This enfolding of the new order of things is outlined here and will briefly be followed by theoretical perspectives that blend concepts of leadership-directed organizational transformation.

Institutionalization is characterized by behaviors performed by a group over time. Goodman and Dean (1994) outlined five primary processes that affect the degree of institutionalization and from these factors, I designed my research study.

1. Knowledge of behaviors
2. Performance
3. Preferences
4. Internal Monitoring
5. Value

The P.E.T. Project's mission to augment awareness and eventually influence transfer-related behavior seemed a good fit for testing this institutionalization model. The first factor, *Knowledge of the Behaviors*, the public relations aspect of the process, reflects how wide spread and thorough is the understanding of the behaviors. For my study, I assessed respondent knowledge of the college mission, what they thought it was and what they thought it should be, knowledge of support service resources and behaviors associated with transfer.

Secondly, *Performance* equates the interests of the participants in performing the behaviors. This is directly proportional to the *Preferences* (likes or dislikes) of performing the behaviors, which is factor three. In my study I assessed respondent preference and participation in transfer related activities, the preferences of participation in transfer related activities and their attitudes about the role of college in these activities. The fourth factor involves *Internal Monitoring of the Behaviors* performed. For this factor I assessed respondent awareness of others' performances, attitudes, behaviors and abilities in comparison with their own.

Lastly the fifth and final factor is *Value*. "Values are general ideas about how people ought to behave" (Goodman & Dean, 1982, p. 443), therefore this last factor is the extent to which people develop values concerning the behaviors in the change program. I assessed respondent satisfaction with the manner in which services were delivered and what value they placed on the education and support they received.

If we consider that these five aspects of institutionalization generally occur in the same order, the conclusion might be drawn that their combination can produce an overall measure for predicting the degree of institutionalization depth and longevity (Goodman & Dean, 1982).

While all of the previously mentioned issues are important and influential, when considered separately, they provide fragmented portions of what a blended perspective could possibly encompass. It was my predication that in conjunction with a contingency based leadership theory, this organizational model would explain changes in constituent perceptions of institutional effectiveness. For this reason, leadership influence theories were reviewed as they related to organizational performance and attitudes.

Contingency-based Leadership Motivation Theories

Several sociological change theories were reviewed under the umbrella of systems theory of organizational behavior. Many pose a suitable frame for the steps involved in this deliberate modification process. "The primary advantage of systems theory is that it provides a framework for thinking about organizations in more complex and dynamic terms than earlier management and organizational theories" (Bowditch & Buono, 1990, p.21). The application of a systems perspective, in this case the contingency theory, is useful when assessing the need for and impact of major organizational change, instituted through leadership. This change is the path of the P.E.T. Project.

In the writings of Bowditch and Buono (1990), "the central thesis of contingency theory clarifies that there are no universal principles of management that can be applied uncritically in all situations" (p. 21). The unique environment of individual organizations demands that organization and management approaches vary according to the situation.

Contingency theory has three main emphases. First, one common thread that runs throughout the model, is that there is no best solution for all organizations since environmental influences are key to its open systems dynamics. This lends to flexibility in addressing the differences in organizational design and culture. Secondly, the organizational structure or design of the organizational hierarchy is important for conceptualizing the division of labor. Lastly, the contingency theory focuses on leadership style and behavior. Leadership style adapts according to such factors as, leader-member relations, task structure, leader authority/power position, expertise and willingness of subordinates to assume responsibility (Bowditch & Buono, 1990).

Hodgetts (1991) supports this stance by stating that contingency-determined leadership styles are effective when associated with a variety of similar factors, including the kind of job the leader holds, the size of the participant group, the degree to which group-member cooperation is required, the quality of leader-member relations and subordinate maturity.

For more than thirty-five years researchers have been conducting studies on various aspects of contingency theory. From their work, leadership styles have been shown to be effective when associated with a variety of factors. When viewed as a composite, these studies offer dramatic evidence that the contingency approach is a very realistic way of examining leadership. However, it must be noted that contingency-determined leadership theory has to identify both the specific critical variables in the situation under analysis and the relationship among these variable, leadership traits and behaviors.

When Fiedler developed his contingency-determined leadership theory his focus was on addressing the issues of leadership effectiveness as they encompass both leader-member relations and task-structure dimensions (Chemers and Rice, 1974). The leader-member relations' dimension refers to the quality of the relationship between the leader and the group. The task-structure dimension refers to the degree to which the task is outlined or spelled out using established procedures. With increased evaluations and measures of attitudes, Fiedler's theory looks at group-task situations and position-power dimensions. The leader's position enables him to get the members to comply with and accept the leadership mode, method and direction (Hodgetts, 1991).

Originally proposed by House and then revamped with Dessler, the path-goal theory of leadership is based on Vroom's expectancy theory of motivation (Hodgetts, 1991). This model proposes that the leader's job involves providing clear tasks to be completed; a work environment free of hindrances to goal completion and opportunities for subordinates to obtain personal satisfaction (Hodgetts, 1991).

These approaches are often referred to in terms of leadership effectiveness and their basic attempts are on how management influences motivation. "A basic underlying problem is in the difficulty involved in operationalizing its theoretical constructs - path, goal, leadership" (Schrieshaum & Schrieshaum, 1980, p. 31).

Path-goal theory holds that subordinates will view the behavior of leaders as acceptable to the extent that they see such behavior either as an immediate source of satisfaction or as needed for future satisfaction. In addition, some subordinates have a high need for affiliation or esteem. Supportive leaders help fill this need. Other subordinates have high needs for autonomy (Hodgetts, 1991). Leaders who are less directive are often most successful in helping these individuals perform to the best of their potential (Staw & Cumming, 1980).

To the extent that leaders help clarify path-goal relationship, their behavior is seen as acceptable. When the task is highly unstructured, a directive leader is more likely to have satisfied subordinates. However, when tasks and goals are easily evident and the work is basic and routine, any attempt to further explain the job may be seen as unnecessarily close control.

Most contingency models implicitly assume that leadership is an important independent variable and that other variables moderate the relationship between it and organizational outcomes. In House and Dessler's path-goal concept, leadership is typically limited to vertical relations concerning policy implementation. Other activities of the administration including lateral relations are frequently considered beyond the scope of leadership analysis (House & Dessler, 1974).

Relevance to the study

Leadership-directed administrators manage institutionalization through several stages. 1) strategic planning, 2) coordinating and controlling the implementation of plans, 3) assessing outcomes, 4) selecting new staff who embody the values and behaviors desired in the changed culture, and 5) providing incentives and support to existing staff to encourage them to change in desired directions (Richardson, 1991).

According to path-goal theory effective leadership behavior is based not only on the willingness of leadership to help out his or her followers, but also on the needs of the subordinates for such assistance. If the leader wants to have highly satisfied and therefore compliant subordinates, he or she usually needs to employ high direction on unstructured tasks and less direction on structured ones (Levin, 1998; Levin, 1995).

For my study I analyzed respondent opinions about leadership control, balance of power, feelings of inclusion and belonging, sense of purpose , issues of shared governance, support of activities and planning methods and implementation.

Limitations

Graen et al (1972) have harshly commented against the framework developed by Fiedler stating that the major problem with his theory is that it does not take the need for change in leadership style under certain situations into consideration. Others including Kerr and colleagues, believe Fiedler's research in essence is a bending of the theory to fit the results. Some of Fiedler's conceptualizations of situational modifiers are incomplete especially concerning leadership behavior among organizational levels and subordinate expectations. "Another criticism of the contingency model is that it does not explain how situational favorableness affects the relationship between leader behavior and subordinate performance" (Ragan, et al. as cited in Hodgetts, 1991, p. 227).

"It should be noted that contingency models often overlook the open systems concept of equifinality: that many different casual paths can lead to the same effect" (Scott, 1990, p. 335). Emerging from systems theory, it is a blend of the influence of environment and the development of assumptions of human nature.

Path-goal, like Fiedler's model was constructed post hoc, so that some of the evidence supporting the theory was also used to construct it. While path-goal theory does offer problems as a contingency model, these criticisms are not unique to the path-goal model, but in part are a larger problem in the leadership literature. More research will be needed before its true value can be fully determined.

Although contingency theory has been criticized for being more of a classification scheme than a true theoretical formulation, it has greatly contributed to the knowledge base about organizations and their ruling bodies. These innovations include a closer analysis of charismatic leadership, the importance of leadership to organizational performance and the integrative models for describing the leadership process.

Research Questions

A primary goal of the P.E.T. Project is to improve transfer awareness among the staff, students and community. This involves on and off-campus activities, the enhancement of established services, the generation of new agreements and programs and enhancement of the college's "user friendliness."

The primary question guiding the research was: how do college constituents perceive administrative procedures and influences as the organization undergoes a planned change directive? This research documents the process and institutionalization of programs as the college implements the transfer building strategies outlined in the mission, objectives and goals of the P.E.T project. During the course of this investigation I addressed questions that coordinate the description, composition, operation, and maintenance of the P.E.T.- sponsored or supported activities and initiatives. Additional questions derived from the theoretical framework were:

1. What are the academic goals of the institution?
2. What are the institution's primary priorities and how do they relate to its mission?
3. What are student perceptions of the institution and its mission?
4. What are staff and faculty perceptions of the institution and its mission?

As the college shifts its focus to be more transfer-directed what aspects of the modification process can be directly attributed to the P.E.T. Project and the influences of administrative leadership? If the administration provided heightened and sustained transfer-related programming and support and if the faculty, staff and students used these increased leadership-directed support measures for augmenting transfer emphasis; then these innovations would be reflected in changes in transfer awareness as evidenced by constituent perceptions of institutional effectiveness. More specifically, if the P.E.T. project initiatives once established were used by the faculty, staff and students, then the perceptions of these constituents would be influenced toward the transfer-related emphasis of the mission statement. From this fundamental premise six hypotheses were generated and tested, once converted to null format.

Hypothesis 1 - Respondent perceptions of the college image will be more positive after the implementation of the P.E.T. initiatives and programs.

Hypothesis 2 - Respondent perceptions of the college functions and facilities will be more positive after the implementation of the P.E.T. initiatives and programs.

Hypothesis 3 - Implementation of the P.E.T. initiatives and programs will significantly affect respondent perceptions of the college influence on their goals.

Hypothesis 4 - Implementation of the P.E.T. initiatives and programs will significantly affect respondent perceptions of the college role in transfer education.

Hypothesis 5 – Student use of transfer services will increase after the implementation of the P.E.T. initiatives and programs.

Hypothesis 6 – Student transfer desire/ability will increase after the implementation of the P.E.T. initiatives and programs.

The measures used were rankings of participation behavior and satisfaction with various aspects of the college experience, its programs and services, image perception and time associated with the college. These measures were derived and developed specifically for a larger institutional effectiveness research project from which these data were taken.

CHAPTER THREE: DESCRIPTION OF CERRITOS COLLEGE

History and Setting

The community college in this study is a large, public, urban institution fostering open admissions. Cerritos College, nestled in a residential area, has an expansive campus, diverse applicant pool, large student population, an involved faculty and a well-defined transfer program coordinated with area senior colleges. Cerritos College is the only college within its urban district boundaries.

Located on 135 acres just east of the 91 and 605 freeway interchange in the city of Norwalk, California, Cerritos College serves the residents of the southeast section of Los Angeles County, including the communities of Artesia, Bellflower, Cerritos, Downey, Hawaiian Gardens, Lakewood, La Mirada and Norwalk. Although these are the cities within its service area, more than half of the 22,000 students who enroll each semester reside outside the eight-city district. Located within six miles of six major freeways, its accessibility draws students from more than 200 cities.

The college was originally established on June 10, 1955 and a ballot measure calling for a six-million-dollar bond issue with which to build the junior college passed on September 27, 1955. Initially housed in classrooms rented from the Excelsior High School District, the college opened its doors to 197 students enrolled in 15 subjects, on September 11, 1956. From its beginning, operating out of Artesia High School, the college sought to meet the needs of its community, namely to provide accessible educational services.

The profound growth and expansion that took place on the campus within a relatively short period of time evidence the success of this service endeavor. The end of 1959 saw the completion of eight buildings on campus and funds were made available to provide the remaining facilities to accommodate a student body of 3,500 students. By 1965, the campus expansion had grown beyond even the most far-reaching expectations when the enrollment exceeded 10,000 students. By its twenty-fifth anniversary, Cerritos College had educated nearly 250,000 students. Now more than 2,000 classes are offered each semester. The institution's programs and services are comprehensive and include more than 70 academic programs and 20 support services.

College Philosophy and Mission

According to the September 9, 1993 approved minutes of the Board of Trustees, the Cerritos College philosophy acknowledges the institution as community-oriented, embracing diversity, innovation, and active learning. The college strives for high academic and ethical standards, as well as academic freedom; it believes in the worth and dignity of its learners, regardless of age, gender, ethnicity, or disability.

In educating, Cerritos College professes to consider not only the learner's cognitive growth, but also fosters emotional and physical well being. The college prepares individuals for full participation in a complex democratic society, as citizens and leaders, for the fulfillment of personal needs and the future of the region. Cerritos College believes that the purpose of education is to enlighten and enhance the quality of life.

The college mission is to provide high-quality, academically rigorous instruction in a comprehensive curriculum that respects the diversity represented in the study body and the region. Cerritos College provides a technologically advanced educational community in which students pursue a variety of educational goals: attainment of an Associate Degree, transfers to a four-year university, vocational degree or certificate, or job skills.

Achievement of these goals is strongly supported with instruction in basic skills, as well as, with student and instructional support services. Beyond these college credit programs and services, Cerritos College enriches the surrounding community through varied community education programs.

College Organization - See Appendix A

Administration

The administrative leadership of Cerritos College includes a hierarchical team of dedicated education and business advocates, under the direction of the District Board of Trustees and the President/Superintendent. There are three Vice Presidential positions, which govern Academic Affairs, Student Services and Business Services. Two Executive Dean positions manage several Director and Executive positions of programs and community outreach. Two Administrative Dean positions manage admissions, counseling and international programs. A host of Dean, Instructional Dean and Coordinator positions complement the organizational leadership of the college.

Due to the design of this study in highlighting the potential influence of the leadership on constituent perceptions, only a brief insight into the role of the President/Superintendent warrants inclusion in this discussion.

As defined by the Board of Trustees, the President's duties and responsibilities encompass five main areas. 1)To execute Board decisions; 2) to establish and maintain an effective and efficient pattern of educational opportunities; 3) to assure the District maintains an adequate community relations program; 4) to participate in policy development and 5) serve as Board's chief advisor. Of the duties outlined, the President's P.E.T. Project is in direct correlation with the establishment of additional educational opportunities for Cerritos College students and the community.

Faculty and Staff

Data available from the Cerritos College Office of Research and Development revealed the following composite about the full and part-time employees at the time of the implementation of the P.E.T. Project.

- Just over 67% of the full-time Certificated staff have a Master's degree and just fewer than 18% hold Doctorate degrees.
- Almost 48% of the part-time Certificated staff have a Master's degree and just over 9% have a Doctorate degree. Slightly more than 2% of the part-time classified staff have a Master's degree.

- Almost 33% of the college full-time staff are 51 years of age or older; 42% of the full-time faculty are 51 years or older
- A little more than 36% of Cerritos College employees live in one of the eight service area cities; 60% secretarial, 49% service/maintenance, 42% executive/administrative/managerial, 33% technical, 25% skilled crafts and 19% full-time faculty reside within the service area cities.
- Slightly over 21% of the part-time employees lived in one of the eight service areas of the college. Eighty-two percent of the service maintenance staff live within the district boundaries, 80% of the professional/non-faculty, 50% of the secretarial and clerical staff, 38% of the technical and 19% of the part-time faculty live within the district boundaries.

Students

The college's trademark is its open door policy. All district residents who seek an education are served at their level of need. This has always been a challenge, but the college has established a tradition of responsiveness and academic quality. During the past forty-three years much has changed.

Cerritos College is the seventh largest postsecondary institution in Southern California. What distinguishes Cerritos College is the fact that it now serves a highly diverse multiethnic population. It is credited as one of the most ethnically diverse colleges in the nation. It seeks to continue in its service to its constituents, in the midst of rapid demographic shifts from the traditional 18–21 year old full-time Caucasian student to the older part-time, minority student who is disadvantaged and under-prepared for college.

As Cerritos College entered the last decade of this century its enrollment had reached approximately 20,000 students per semester. In 1993 the student body was 36.3 % Hispanic; 22.6 % Caucasian; 9.4% Asian; 6.8% African American; 4.2% Filipino, 1.4 % Native American and 19.3% Other.

As reported by Dr. Gaskin to the Little Hoover Commission, March 25, 1999, in the current semester, spring 1999, 44% of the 22, 000 very diverse students are Hispanic; 18 % Caucasian; 9.5% Asian; 7.5% African American; 3.8% Filipino, 1% Native American and 16.2% Other. Nearly 43% are over the age of 25. Over 21% are immigrants or international students. A majority of the students are the first in their family to attend college, and for a significant number, English is a second language. This diverse student body comes from more than 75 high schools and nearly 390 different Southern California communities. The cross section of students comes from some of the finest academic high schools in the state and from those whose graduation rates, standardized test scores and college-going rates are far below the state averages.

Change in student demographics is but one area of concern. As with any growing entity, change has impacted the college along many avenues. As the district has grown and evolved so have the academic needs of its citizenry. In response to these changes the college has developed many strategic plans to outfit these needs and establish the institution as a competitive force in education. The current administration operates under the self titled, "Master Plan," which seeks to respond to the diverse needs of the college constituents and the need for physical renovation.

Administrative Agenda – The Master Plan

In a *Letter from the President*, dated April 1997, President Fred Gaskin, Ed.D. stated that Cerritos College has emerged as one of the largest, most ethnically diverse institutions of higher education in the nation. The faculty, staff and educational and support services enjoy a well-deserved reputation for excellence. Gaskin believes the ability to maintain this high quality of services rests in the successful implementation of the Cerritos College Educational and Facilities Master Plan.

The Master Plan, developed through strategic cross-campus planning, presentations and discussions, is a vision for the college's future. It is a long-range plan that will serve as a guide for future development. It is termed a "living document" to be revisited as needs change and to serve the District for years to come.

The Master Plan presented a campus model that will meet the needs of the college for its current enrollment of 23,000 and an anticipated enrollment of 30,000 students. As existing programs and services become fully developed and planned expansions and initiatives are created to handle growth and respond to future needs, facilities to serve additional students have been projected. Key goals of the plan include extensive improvements in the technology and infrastructure of the campus, a new library and learning resource center, a state-of-the-art teleconferencing center, and a new student center. A massive technology investment is transforming the college into a technologically advanced learning environment. But these activities are only a beginning.

To thrive in the 21st century, the actions of the Master Plan must incorporate educational goals as well as improvements to the facilities. It must also ensure that all of these changes occur in a timely manner and represent the interests of the entire campus and its community. Gaskin is chiefly concerned that the proper implementation of the Master Plan will ensure the college's position of leadership among institutions of higher education and fulfill its mission of educational excellence. In the next section the administrative agenda portion of the P.E.T. Project for Cerritos College is discussed in detail.

Notwithstanding the positive measures and interventions offered, Cerritos College experiences transfer rates below the state average. Research indicates that more than 40 percent of the students who enroll at Cerritos College intend to transfer to a four-year college or university; however, studies also reveal that little more than one-third of this percentage actually complete the transfer process.

In 1995 President Gaskin expressed concern that the Cerritos College transfer rate (13.6%) was well below the state average (18%) for institutions of similar mission, size and resources. During the fall semester Dr. Gaskin set up a series of meetings involving Professor Arthur M. Cohen, Ph.D. of the Center for the Study of Community Colleges, UCLA, and together with

Dr. Florence Brawer, they discussed strategies to study the concerns of Cerritos. Subsequent survey research revealed that while the students demonstrated the attitudes of those associated with high transfer rate institutions, the faculty and administration demonstrated the characteristics of those associated with low transfer rate institutions. The students clearly needed more support to assist them in achieving their educational goals.

From these meetings, the President's Emphasis on Transfer (P.E.T.) Project, was conceptualized to permeate the college environment and community with transfer related issues, highlighting transfer awareness and subsequently influencing transfer success.

This research is an assessment and documentation of institutional changes and individual perceptions resulting from a "planned change" project established by the college administration. As detailed in the next chapter, the mission of this prescribed project is to enhance the academic emphasis of transfer education at a vocationally anchored institution.

CHAPTER FOUR: DESCRIPTION OF THE P.E.T. PROJECT

Taskforce Members

As a participant member of the President's Emphasis on Transfer (P.E.T.) Project, I am afforded the opportunities to witness firsthand the development, implementation and process of the Taskforce endeavors to increase the community college emphasis to focus more specifically on student transfer. Participation in campus P.E.T. Task Force meetings and P.E.T.-sponsored activities provides opportunities to learn directly about the projects, programs, and services proposed, orchestrated and enhanced by the P.E.T. goals and to assess the best methods for researching the potential conversion process as it unfolds. This includes documenting planned programs, sponsored programs, public relations strategies and assessing the perceptions of various members within the organization who effect change or are affected by change.

The Taskforce represents a cross-section of Cerritos College administrators, student services staff, counselors, faculty, and student representatives; along with community education advocates, feeder high school administrators and counselors; senior college administrators and representatives; articulation experts and research consultants. A listing of the participant members and affiliations is available in the Appendix (Exhibit B).

Taskforce Mission

While no written agenda has been provided to emphatically state the role of the Taskforce, as a participant observer of this group and from meeting attendance and discussion, I have summarized the following points:

* Serving as a liaison committee between the President and the college concerning P.E.T.-directed events and programs
* Initiating events and programs designed to strengthen the college and community's awareness of the *transfer* directive
* Devising public relations avenues for promotional efforts of transfer related programs
* Designing methods to enhance the user friendliness image of the college

Taskforce Directives

To address the P.E.T. Project mission, the Taskforce:

- Develops and promotes programs designed to strengthen the transfer readiness of students
- Provides and/or supports college events, scholarship programs, special events, teacher recognition programs, speaking engagements, promotional events and publicity efforts designed to enhance the college image and strengthen student support services.
- Uses various local and campus publications with articles and press releases of events and areas of interests about transfer related programs and issues

Taskforce Meetings

At the onset of the P.E.T. Project, Taskforce meetings were scheduled for every other month during the late morning and lunch was always provided. Notifications of meetings were sent well in advance and RSVPs were requested. The meeting location varied according to room availability, but most were held in a central location within the college library.

Dr. Steve Helfgot, Director of the P.E.T. Project, chaired and orchestrated the meetings. Attendance though not mandatory for continued inclusion was high. As a part of each opening, President Gaskin welcomed and thanked the group for their participation, commitment, ideas and work. The minutes of previous meetings were read and adopted and the new agenda was put forth. The meetings were generally 90 minutes in duration and included reports of subcommittees and news of campus and/or community feedback.

As the years of involvement progressed, new members were added as positions changed or new employees came on board. The number of meetings decreased to approximately three per semester and the number in attendance also decreased. Soon the majority of the members on the Taskforce were faculty and a few scattered administrators. The meetings continue to be held and the minutes are available for review.

P.E.T. Project Initiatives and Programs

The P.E.T. project is a multifaceted approach designed to initially stimulate transfer awareness and increase the transfer role of the institution, and subsequently to affect a rise in the transfer rate. As the college attempts to shift toward a more transfer directed emphasis, it is the role of this researcher, in collaboration with the president and chief administrators of Cerritos College, to assess and document changes resulting from programs or initiatives implemented through the P.E.T. project. The changes include, but are not limited to, new program implementation, revitalization of services, increased communication and enhanced campus research and technology.

New programs

The Scholar's Honor's Program (Exhibit C)

Designed to enhance transfer and create opportunities the Scholar's Honor Program provides a challenging intellectual environment to academically motivated students. Its aim is to serve the needs of such students by offering them opportunities for intensive study in a diverse learning community while also providing support adapted to their needs. The program took less than one calendar year from drawing board to the enrollment of the first set of student participants.

Entrance requirements for acceptance include: completion of an application; submission of a letter of recommendation from a former instructor; eligibility for first year college courses in English and math by

UC/CSU transfer criteria; and a minimum 3.25 grade point average in high school course work or in at least 12 units of transfer level college course work.

Benefits of the program are many. During participation in the program students are given priority registration privileges, assigned a specific faculty mentor, and receive library privileges at local participating four-year colleges and universities. On completion of the program students are granted priority admission at the junior level to a selection of four-year colleges and universities, receive special recognition at graduation, receive posted designation on transcripts and a letter of recommendation from the college president. Many students also receive cash scholarships provided by the college foundation.

Faculty Best Teaching Practices (Exhibit D)

Under the partnership of the P.E.T. Taskforce, Cerritos offered series of faculty led *Best Teaching Practices* workshops. Topics included peer selected subjects from integrating technology in the classroom, to learning communities, to suggestions on how to build transfer preparation into any course. These workshops focused the faculty on the essential role that they played in making transfer 'real' in the minds of the students.

Student Recognition (Exhibit E)

In California the requirements for the A.A. degree and the requirements for transfer are not the same. Many transfer students do not bother earning an A.A. degree because their main focus is the acquisition of the 60 transfer units and the certification of their 39-unit general education core. Since only earned degrees and certificates are recognized during graduation ceremonies, on the recommendation of the P.E.T. Task Force a new recognition service was implemented. A letter and a certificate of transfer are sent to those students who are transferring but who have not earned an A.A. degree and are not participating in commencement. At the commencement exercises, the statement of the schools to which they will transfer also acknowledges students who have earned degrees.

Revitalized Services

Transfer Awareness Week

The P.E.T. Taskforce has implemented a Transfer Awareness Week in October of each year. At this orientation time, when students are beginning the transfer application process, they are provided with numerous opportunities to learn about transfer, the process, the requirements and their options. A major college fair with university representatives is held during the day for Cerritos students and a separate college fair held in the evening for students from all of the local high schools. A series of workshops on transfer issues is held. Students are encouraged to participate in panel discussions with former Cerritos students who have successfully transferred and faculty are encouraged to wear college regalia to stimulate discussion and a sense of collegiate connection.

Increased Public Relations (Exhibits F and G)

Promotional efforts of the P.E.T. project include the use of various on- and off-campus publications. Articles were submitted to the *Talon Marks* (the weekly campus publication), the *Cerritos College Calendar* (weekly), the *Campus Connection* (weekly publication to the faculty and staff), the *Falcon's Nest* (monthly publication from the Governing Board of Cerritos College), and the *Cerritos College Foundation News* (quarterly publication targeting college community and alumni).

Increased Communication

Aside from the information given during Transfer Awareness Week and during individualized counseling sessions, the Transfer Center makes readily available more information about university transfer opportunities beyond the UC and CSU system. Articulation pacts with a number of Historical Black Colleges and Universities and private colleges have been developed and informative literature about these programs is being made available.

Enhanced campus research and technology

To assist the Taskforce in evaluation of the implemented programs, members of the research and development staff produce periodic assessment survey instruments to gather data for review. Semester evaluations are collected on the satisfaction rates of students participating in the Scholar's Honor Program. Evaluations are also reviewed from various surveys conducted during Orientation and Transfer Awareness Week.

Under Development

Other agenda items under development are the Transfer Mentor

Program and the establishment of a "Common Sense" course numbering scheme. The Transfer Mentor Program is designed to match Cerritos College students who are about to transfer to a senior institution with former Cerritos students who have already established themselves at that institution.

The P.E.T. Taskforce talked to students about ways in which the college could help with transfer, especially to eliminate hindrances to the process. One complaint was the confusing course numbering system. The P.E.T. Taskforce designed a rubric for a new "common sense" course numbering system. All of the college departments are either in the process of or have completed renumbered their courses.

CHAPTER FIVE: METHODS AND PROCEDURES

Chaffee and Tierney (1988) said that to "understand colleges and universities as socially constructed organizations and discern what can make them effective" (pp12-13), intimate, daily contact with institutional life is a must. This study of organizational change in a community college although quantified by survey data, relies on close contact with institutional participants. I was a participant, an observer and an organizational member during the course of this study.

Data gathering involved survey questionnaires, conversations over a three-year period with college administrators, faculty, support staff, and students. I noted personal observations and took notes at the college meetings as well as examination of institutional documents spanning the period from 1989 to 1999. These documents included board meeting minutes, P.E.T. Taskforce meeting agendas and minutes, college and department reports, self-study reports and strategic planning reports. All of the data sources provided information to formulate a 'picture' of the college culture and climate.

Sampling and Survey Distribution

Selection of on-campus faculty and students to participate in the surveying was by random selection of courses from the semester catalog of classes. Surveys were distributed to the selected faculty, who filled in their own questionnaires and distributed the student questionnaires to their classes. Upon completion, the faculty/student packages were collected, coded and analyzed. A time frame of two weeks was allotted for participants to answer and return the surveys. Follow-up letters from the college president were distributed after the second week to encourage participation in the survey project. This distribution/collection method netted an average 86% return rate, which provided a valid sample size to generalize to the population.

Administrative and staff surveys were distributed to individuals via private or departmental mailboxes and/or managerial distribution. Collection avenues vary from individual returns made directly to the Research office or indirectly via collection and return by department manager. This distribution/collection method netted an average 73% return rate, which provided a valid sample size to generalize to the population.

Survey Instruments:

Student Surveys

Student Satisfaction Survey	[n=1,241]	Spring 1991
Student Transfer Survey	[n=791]	Spring 1996
Institutional Effectiveness Survey-Student	[n=551]	Spring 1998

The Student Satisfaction Survey, Student Transfer Survey and Student Institutional Effectiveness Survey instruments included items designed to capture respondent thoughts on the effectiveness of the college in meeting the educational and counseling needs of the students. Respondents selected answers reflecting how they viewed the college and themselves in several areas. Respondents selected best response, dichotomous, and Likert scale answers reflecting how they view themselves and the college and the interaction between themselves and various components of the institution.

Statements included but were not limited to student perceptions of the college administrative goals, student aspirations and behaviors, program characteristics, college effect, and the relationships between the transfer function and the mission of the college

Additionally, the instruments included measures of student participation and involvement in the education process. They indicated what they believed the college emphasis was and what they believed it should have been.

Portions of the assessment models were generated from work done by the research staffs of the Cerritos College Office of Research and Development, the ERIC Clearinghouse for Community Colleges and the Cooperative Institutional Research Group (CIRP) at the UCLA Graduate School of Education and Information Studies. The focus of the questions is based on the research conducted at the Center for the Study of Community Colleges. For the past twenty years, the Center has conducted research on and served as an advocate for the collegiate function of community colleges (Cohen, 1993b). Members of the Cerritos College Institutional Effectiveness Measures Committee assisted in the development and approval of the final draft of the instruments.

Student Satisfaction Survey (Exhibit H) [n=1,241] Sprint 1991

The Student Satisfaction Survey, a 28-item questionnaire, consisted of statements geared to gather information about student satisfaction with matriculation programming. Questions covered primary demographic and educational goal data plus likert-scale items of use and satisfaction with various elements of student services.

Student Transfer Survey (Exhibit I) [n=791] Spring 1996

The Student Survey, a 17-item questionnaire, consisted of statements geared to garner information about student perceptions of the college's image, its function and its potential influence on student goals. Questions also focused on demographic and behavioral data. Specific questions about "transfer" included items of student perception of their transfer desire, the transfer role of the college, and the "visibility" of the Transfer Center.

Student Institutional Effectiveness Survey (Exhibit J)[n=551] Spring 1998

The Student Institutional Effectiveness Survey, a 23-item questionnaire, consists of duplicate and similar items found on the Student Survey. Along with the items that gathered information on student ideas of the transfer-mindedness of the institution, it also provided data on student participation and satisfaction rates. As with the Student Survey, this instrument used various collection options.

Administrative, Faculty and Staff Surveys

Institutional Effectiveness Survey - Staff	[n=638]	Fall 1989
Institutional Effectiveness Survey - Staff	[n=461]	Fall 1994
Faculty Transfer Survey	[n=44]	Spring1996
Institutional Effectiveness Survey - Staff	[n=313]	Fall 1997

Questions and statements on the surveys were centered on the college mission statement and actions and activities of the P.E.T. Project. Statements include but are not limited to the administrative goals, staff and faculty perceptions of student aspirations and behaviors, program characteristics, college effect, and the relationships between the transfer function and the mission of the college. Intrinsic in the development of these surveys were concepts of community outreach, employment satisfaction, administrative trust and student services.

Institutional Effectiveness Survey - Staff [n=638] Fall 1989

Institutional Effectiveness Survey - Staff [n=461] Spring1994

The Institutional Effectiveness Surveys (Exhibits K and L) included 80 items regarding the perceptions of the faculty, staff and administrators about the college mission and operations. The assessment provided surveys to randomly selected administrators, staff, and faculty who also shared written concerns about college governance, campus facilities and workplace dynamics.

Faculty Transfer Survey [n=44] Spring 1996

The Faculty Survey instrument (Exhibit M) included 23-items regarding faculty perceptions of the institution's mission, goals and student population. Inquiries also focus on faculty knowledge of and involvement in the transfer role of the institution.

Institutional Effectiveness Survey [n=313] Fall 1997

The Institutional Effectiveness Survey (Exhibit N) Included 91 items designed to capture administrator, faculty and staff views of the college image, role, goals, students and future. Workplace and support service concerns are also addressed. The number of completed surveys returned was adequate to make generalizations to the general population, however caution must be exercised in the use of this survey in trend analysis. The number received (313) was approximately half the number received during the beginning of the survey period (1989 n=641). It should be noted that my observations might be limited and potentially biased due to this discrepancy.

Limitations

The use of questionnaires in research has a number of potential weaknesses. First, caution must be exercised in the development of the instrument so individual questions do not lead the respondent to answer in a particular way. Second, questionnaires are somewhat impersonal and therefore researchers are often confronted with the problem of non-response in which individuals choose not to answer specific or large blocks of questions. Third, surveys require a high degree of trust on the part of the respondent. Some might feel that they could be identified and will often choose to tell a researcher what they think the person wants to hear. Consequently, actual thoughts about a particular issue may remain under-expressed.

To increase the probability of receiving completed valid survey instruments, I created and administered pilot surveys to test for language difficulty, ambiguous, leading or biased questions. I also sought and received feedback about the length of time needed to complete the surveys, the font and point size of the print and the clarity of the directions. All respondents were reassured that their responses would be held in the strictest of confidence and were to be used for statistical purposes only. Surveys lacking significant amounts of information were not included in the final analysis.

Analysis of Data

Pre-P.E.T. Project survey instrument information was manually input into computer programs, while more recently developed survey instruments were electronically scanned. From both methods, databases were constructed. Using SPSS formats the data were analyzed generating statistical frequencies and descriptives.

Two types of data analysis were preformed – clustering and time series. Clustering similar survey items created groups for comparison among the survey instruments (e.g., student satisfaction, student uses of support services, transfer-related programming, student-faculty interaction). Time series tracking reviewed the survey responses to similar type questions between survey instruments over a nine-year period (1989-1998). Correlation between the data sources reviewed relationships existing between constituent characteristics, perceptions of institutional effectiveness, and knowledge and use of institutional support systems.

Clustered survey items selected for analysis included those statements that provided data for seven specific areas of consideration:

1. Respondent perceptions of the college image
2. Respondent views of the college function and facilities
3. Respondent views of the college influence on their goals
4. Respondent views of the transfer role of the college
5. Respondent views of student transfer desires and abilities
6. Respondent use of transfer related services
7. Respondents' amount of time spent on the college campus

Survey Items

1. Perceptions of the College image:

Student Survey – 1996

Item 5h: Provided a friendly atmosphere in which to continue my education

a. Not at all b. Very little c. Somewhat d. Very much

Student Institutional Effectiveness Survey - 1998

Item 5d: Campus staffs are courteous and friendly

a. Accurate b. Somewhat accurate c. Not accurate

Item 6p: Cerritos represents itself accurately and honestly in its publications and media

Item 6s: Faculty at Cerritos College are student centered

Item 6u: I am pleased with the overall image of Cerritos College

Item 6v: Cerritos College is an innovative and effective institution

Item 6w: I am proud to attend Cerritos College

a. Strongly agree b. Agree c. Disagree

d. Strongly disagree e. Don't know f. Does not apply to me

Item 7h: Attending Cerritos College provided a friendly atmosphere in which to continue my education

a. Not at all b. Very little c. Somewhat d. Very much

Staff Institutional Effectiveness Surveys – 1989 and 1994

a. Strongly agree b. Agree c. Neutral d. Disagree

e. Strongly disagree e. No opinion

Item 1: I understand the College's philosophy and mission

Item 30: As an employee, I feel that I am a member of the Cerritos family/team

Item 32: Staff at Cerritos College are student-centered

Item 75: I am pleased with the overall image of Cerritos College

Item 77: I maintain a very positive image about Cerritos College

Item 78: I am proud to work at Cerritos College

Item 80: I believe that, overall Cerritos College is an effective institution

Faculty Survey - 1996

a. Strongly Disagree b. Disagree c. Don't' Know

d. Agree e. Strongly Agree

Item 2c: Most faculty at Cerritos College would prefer to teach at another institution

Staff Institutional Effectiveness Survey - 1997

a. Strongly agree b. Agree c. Neutral d. Disagree

e. Strongly disagree e. No opinion

Item 1: I understand the College's philosophy and mission

Item 6: The institution represents itself accurately and honestly in its publications and media

Item 48: Cerritos College maintains a balance of administrators, faculty, and support staff needed to be an effective institution.

Item 53: Faculty at Cerritos College are student-centered

Item 54: Administration at Cerritos College is student-centered

Item 81: The President provides effective leadership to define goals, develops plans, and establishes priorities for the institution

Item 83: I feel that I am a member of the Cerritos team

Item 84: I feel a great sense of purpose among the staff at Cerritos College

Item 87: I am pleased with the overall image of Cerritos College

Item 90: Cerritos College is an innovative and effective institution

Item 91: I am proud to work at Cerritos College

2. College Function and Facilities

Student Satisfaction Survey – 1991

Item 1b: Career Counseling

Item 2a: Academic Counseling

Item 3: Transfer Center

a. Have used, found it essential

b Have used, found it helpful

c. Have used, was not satisfied

d. Heard of it, but never used

e. Have never heard of it

Item 16: Orientation influenced my desire to visit other campus services

a. Strongly Agree b. Agree c. Disagree

d. Strongly Disagree e. Don't know f. Does not apply to me

Student Survey - 1996

Item 8g: Student Services is interested in student intellectual development

a. Accurate b. Somewhat accurate c. Not accurate

Student Survey – 1996 - Rate your satisfaction

Item 11g: Academic advising

Item 11i: Quality of instruction

Item 11j: Library facilities and services

Item 11k: Computer access and services

Item 11n: Overall community college experience

a. Dissatisfied b. Satisfied c. Very satisfied

Student Institutional Effectiveness Survey – 1998

Item 5f: Student Services is interested in student intellectual development

a. Accurate b. Somewhat accurate c. Not accurate

Item 6f: Orientation influenced my desire to visit other campus services

a. Strongly Agree b. Agree c. Disagree

d. Strongly Disagree e. Don't know f. Does not apply to me

Item 9b. Career Counseling

Item 10a: Academic Advising

Item 11a: Transfer Center

a. Have used, found it essential

b Have used, found it helpful

c. Have used, was not satisfied

d. Heard of it, but never used

e. Have never heard of it

Staff Institutional Effectiveness Surveys- 1989 and 1994

a. Strongly agree b. Agree c. Neutral d. Disagree

e. Strongly disagree e. No opinion

Item 20d: Students are well served by Orientation

Item 203: Students are well served by Academic Advisement

Item 21: Services are delivered to students in a coordinated manner

Staff Institutional Effectiveness Survey - 1997

a. Strongly agree b. Agree c. Neutral d. Disagree

e. Strongly disagree e. No opinion

Item 31: Cerritos College maintains academic advising programs to meet student needs

Item 32: Courses are structured to allow students to progress through their programs in a reasonable period of time

Item 33: Services are delivered to students in a coordinated manner

Item 35: The array of student services available at Cerritos College is exceptional

Item 41b: Students are well served by Admissions

Item 41c: Students are well served by Registration

Item 41d: Students are well served by Orientation

Item 41e: Students are well served by Academic Advising

Item 57: The College facilities are well maintained

3. College influence on goals

Student Survey – 1996 How much has this college affect you ?

Item 5g: Increased my desire for further education

a. Not at all b. Very little c. Somewhat d. Very much

Student Institutional Effectiveness Survey – 1998

Item 2: When did you first decide upon a specific educational goal?

a Before applying to Cerritos College

b. During orientation at Cerritos College

c. During my first semester at Cerritos College

d. After my first semester at Cerritos College

e. I am still undecided

Item 6m: Career counseling helped me determine my career interests

Item 6n: Meeting with a counselor helped me establish my educational goals

a. Strongly Agree b. Agree c. Disagree

d. Strongly Disagree e. Don't Know f. Does not apply to me

Item 7g: Attending Cerritos College Increased my desire for further education

a. Not at all b. Very little c. Somewhat d. Very much

Faculty Survey - 1996

a. Strongly Disagree b. Disagree c. Don't' Know

d. Agree e. Strongly Agree

Item 2j: Academic advising on this campus is more likely to help prepare students for transfer than to advise them about job opportunities

Item 2k: Most campus personnel (administrators, counselors, faculty) are more interested in the students' employment potential than in their transferring to universities

4. Transfer role of the College

Student Survey – 1996

Item 2: What do you think this college's major emphasis is?

Item 3: What do you think this college's major emphasis should be?

a. Preparing students for immediate employment

b. Adult or continuing education

c. Remedial or high school make-up studies

d. Satisfying the students' personal interests

e. Preparing students for transfer to a 4-year college/university

Item 8h: The Transfer Center is well publicized

Item 8i: The Transfer Center is helpful in facilitating transfer to a university

a. Accurate b. Somewhat accurate c. Not accurate

Student Institutional Effectiveness Survey – 1998

Item 3: What do you think Cerritos College's major emphasis is?

Item 4: What do you think Cerritos College's major emphasis should be?

a. Preparing students for immediate employment

b. Adult or continuing education

c. Remedial or high school make-up studies

d. Satisfying the students' personal interests

e. Preparing students for transfer to a 4-year college/university

Item 5k: The Transfer Center is well publicized

Item 5l. The Transfer Center is helpful in facilitating transfer to a university

a. Accurate b. Somewhat accurate c. Not accurate

Faculty Survey - 1996

Item 1: What do you think students should gain from a two-year education? Rank in order of importance

a. Aesthetic awareness

b. An understanding and mastery of some academic discipline

c. Knowledge and skills directly applicable to their careers

d. Knowledge of and interest in community and world problems

e. Preparation for further formal education (transfer)

f. Self knowledge and a sense of personal identity

a. Strongly Disagree b. Disagree c. Don't Know

d. Agree e. Strongly Agree

Item 2f: Cerritos College could do a better job of preparing its students to transfer to four-year colleges or universities

Item 2h: Cerritos College emphasizes programs that help students toward the baccalaureate degree

Item 2i: I frequently discuss transfer possibilities with my students

Item 2j: Academic advising on this campus is more likely to help prepare students for transfer than to advise them about job opportunities

Item 2l: Cerritos College has strong relationships with baccalaureate-granting institutions in terms of curriculum, articulation, and faculty exchanges

Item 2m: Financial aid opportunities at 4-year colleges are communicated to our students routinely

Item 2n: If I were a student planning to get a bachelor's degree eventually, I would not begin at this college

Item 2s: Cerritos College Transfer Center's programs and policies are helpful to students

Staff Institutional Effectiveness Survey - 1997

a. Strongly agree　b. Agree　c. Neutral　d. Disagree

e. Strongly disagree　e. No opinion

Item 24: Students completing Cerritos College programs and courses are well prepared for continued higher education

Item 27: The transfer education program at Cerritos receives appropriate administrative and financial support

5. Student transfer desire/ability

Student Satisfaction Survey - 1991

Item A: Education Goal

a. Associate degree only　g. Improve English,reading,math

b. Certificate only　h. New job skills

c. Vocational Associate	i. Maintain certificate/license
d. Bachelor's degree	j. Discover interest
e. Both A.A. and B.A/B.S.	k. Cultural development
f. GED	l. Undecided

Student Survey - 1996

Item 1: What is the primary reason you are attending this institution at this time?

a. To prepare for transfer to a 4-year college or university

b. To gain skills necessary to enter a new occupation

c. To gain skills necessary to retrain or remain current in an occupation

d. To satisfy a personal interest

e. To improve my English, reading,, or math skills

Item 7h: Compared to other students at this college, how would you rate your likelihood of transferring to a university?

a. Below average b. Average c. Above average

Student Institutional Effectiveness Survey – 1998

Item 1: What is the primary reason you are attending this institution at this time?

To prepare for transfer to a 4-year college or university

To gain skills necessary to enter a new occupation

To gain skills necessary to retrain or remain current in an occupation

To satisfy a personal interest

To improve my English, reading or math skills

Item 13h: Compared to other students at this college, how would you rate your likelihood of transferring to a university?

a. Below average b. Average c. Above average

Item 15: My educational goal is:

a. Associate degree only
b. Certificate only
c. Vocational Associate
d. Bachelor's degree
e. Both A.A. and B.A/B.S Degrees
f. Improve basic skills
g. Advance in current job
h. Maintain certificate/license
i. Discover interest
j. Cultural development
k. Undecided

Item 19: How many transferable unites are you taking this semester?

a. 1 – 3 units
b. 4 – 6 units
c. 7 – 11 units
d. 12 or more units
e. Don't' know

Faculty Survey - 1996

a. Strongly Disagree   b. Disagree   c. Don't Know
d. Agree   e. Strongly Agree

Item 2t: Compared to other community college students, Cerritos students are more likely to transfer to four-year institutions

6. Use of transfer related services

Student Survey – 1996

Item 4b: Did you participate in Academic counseling?

Item 4c: Did you participate in Orientation sessions?

Item 4h: Did you participate in special sessions for students interested in transferring?

Item 9c: Have you visited the transfer Center in the past 3 months?

a. Yes b. No

Student Institutional Effectiveness Survey – 1998

Item 11a: Transfer Center

Item 12d: On-campus recruitment fairs

Item 12e: Special sessions for students interested in transferring to 4-year colleges

a. Have used, found it essential

b. Have used, found it helpful

c. Have used, was not satisfied

d. Heard of it, but never used

e. Have never heard of it

Item 20b: Have you visited the Transfer Center in the past 3 months?

a. Yes b. No

7. Time spent on campus

Student Survey – 1996

On average how many hours each week do you spend?

Item 10b: Attending classes

Item 10c: Attending study groups on campus

Item 10e: Using library facilities

Item 10f: Using faculty office hours

Item 10g:Talking with my academic advisor

Item 10I: Using the computer center

Item 10j: Studying by myself on campus

Item 10k: Employment on campus

a. none b. less than 1 hour c. 1 – 4 hours

d. 5- 10 hours e. more than 10 hours

Item 13: How many credit hours are you taking this term?

a. 0 – 4 hours b. 5 – 8 hours c. 9 – 12 hours d. over 12 hrs

Student Institutional Effectiveness Survey – 1998

On average how many hours each week do you spend?

Item 8b: Attending classes

Item 8c: Attending study groups on campus

Item 8d: Studying on campus

Item 8f: Using faculty office hours

Item 8g: Using the computer center

Item 8h: Using the library facilities

Item 8i: Talking with a counselor

Item 8k: Employment on campus

a. none b. less than 1 hour c. 1 – 4 hours

d. 5- 10 hours e. more than 10 hours

Item 18: How many units are you taking this semester?

a. 1-3 units b. 4 – 6 units c. 7 – 11 units d. 12 units and over

Staff Institutional Effectiveness Surveys- 1989, 1994 and 1997

Item A: Staff Classification

a. Executive/Administrative/Managerial

b. Faculty

c. Professional/Non Faculty

d. Secretarial/Clerical

e. Technical/Paraprofessional

f. Skilled Crafts

g. Service/Maintenance

Item B: Employment Status

a. Full-time

b. Part-time

CHAPTER SIX: PARTICIPANT OBSERVATIONS

As a participant observer on the Cerritos College campus I was afforded the opportunity to see firsthand the events surrounding the P.E.T. Project unfold. I attended P.E.T. Taskforce meetings, spoke candidly with members of the Taskforce and members of the college community, and reviewed institutional documents pertaining to the P.E.T. Project.

What is P.E.T?

The Project was designed to initially improve the transfer image of the college and subsequently enhance transfer success. Although all participating P.E.T. Taskforce members realized that transfer education was not the academic purpose for every student enrolled at the college, the emphasis of P.E.T. was to make transfer awareness evident to every student. This was to be done by increasing public relations about the college and putting the term 'transfer' on the minds of everyone on campus.

Ironically my observations and recordings witnessed that the P.E.T. Project itself was not well advertised. Attempts were made to showcase some of the programs designed through P.E.T., but the Project itself was not illuminated. In researching common advertisement methods used for getting the word out about new programs I found that many colleges use banners, flyers, rallies and propaganda items such as embossed pens, pencils, notepads or sports bottles. These methods were not readily or regularly used to highlight the P.E.T. Project.

Even the school electronic marquee, located at the intersection of two busy thoroughfares, was not used to a great degree to feature the P.E.T. Project to passing motorists and students entering campus. Activities from the Transfer Center (senior college representative visitations or campus tours) were advertised using this electronic board, but P.E.T. received very little access time. Conversations with Public Relations staff in charge of scheduling and programming the marquee disclosed that very little exposure was requested. Procedures called for time allotments to be assigned for display on the marquee and these requests were not submitted.

The zeal and vigor that was present at P.E.T.'s conception was not sustained by an equally effective promotional campaign. In all fairness it is necessary to state that the Taskforce publicity committee scheduled meeting agenda items that discussed several attempts to place P.E.T. before the college population. Due to logistics, improper or insufficient planning, and/or a lack of leadership support from the Project Director, these attempts never made the impact needed to place P.E.T. on the 'map'. An all-out campus multi-media blitz would have provided more recognition of the existence of P.E.T., what the Project was attempting to do and would have offered information to constituents in an organized manner.

There were sporadic articles disbursed among local newsprint media and occasional words mentioned in the campus publications, but basically the P.E.T. Project was downplayed on campus. (Exhibit O) Memorandums from the President made the greatest impact for disseminating information across the campus. These were done periodically and were effective, but students were not the target audiences of these documents and were therefore left out of this information loop.

The Taskforce

Although the Taskforce was made up of a cross-section of campus and community constituents, there was not a sense of inclusion within the college populace once the Project was underway. My initial observations from Taskforce meetings revealed that a potential problem was the lack of structure of the P.E.T. agenda and organization on the part of the Project Director. As explained by the contingency theory of leadership motivation, subordinates function positively based on leadership style. The theory states generally that people make choices that reflect their preferences. They will be motivated to complete a goal when they perceive that their efforts will lead to successful performance and the attainment of desired awards. (Bowditch and Buono 1990). This perception is contingent upon the leadership expectations and support.

The Path-Goal model of contingency leadership theory states that subordinate performance is contingent upon leadership motivation. Positive outcomes persists under two guidelines: 1) if the leader gives a clear, structured vision for a project and then allows the subordinates to exercise creativity in completing the task or 2) if the leader gives basic, open, concepts about the goals then provides subordinates with structured, organized follow-up methods and support.

After several Taskforce meetings, it was evident that the leadership and the Taskforce members were excited about the prospects of the P.E.T. Project, but more foresight and planning was required to keep this fledgling operation in the air and soaring. Initially ideas, comments and suggestions flowed. What the committee lacked in organization, they made up for in enthusiasm. Subcommittees were formed, assignments given and tasks were underway. Like children on a scavenger hunt, everyone dispersed and raced off to find their pieces of the puzzle. They returned to the table at subsequent meetings with trinkets in hand, but were often unrecognized for work accomplished or had their questions put off or ignored and their needs unaddressed. This was usually due to inadequate structuring of the meeting agenda, which appeared random and haphazard, lacking form and structure.

Many pertinent ideas were constantly being ‘rolled over’ to the next meeting, only to never be addressed. Many successive meetings addressed single issues that were not the focus of the majority of the committee members. Some members were in direct and vocal opposition to programs that stayed at the top of the agenda for months. These concerns were never publicly addressed in the meetings.

Soon side conversations and discussions often peppered the meetings. It was clear that certain members were feeling displaced. Whispered comments suggested that a silent, yet growing minority of Taskforce members had become disenfranchised with the entire venture. Eventually members whose ideas were not being heard, or whose work was not being recognized or whose questions were never addressed, discontinued participating in the meetings or would come and stay for only brief periods of time and offer very little input. A Taskforce member who was usually verbal and openly opinionated made the following comment, when I asked why he had fallen silent during a meeting:

> "We never seem to move along on the agenda except to discuss the Scholar's Honor Program, so I don't really have much to say. At least the food is good. I knew I didn't need to bring my lunch today". Anonymous male

P.E.T. Agenda

A year after the formal introduction of the P.E.T. Project and within a month following the 1997 Transfer Awareness Week of activities, I randomly asked students, staff, college visitors and faculty about their knowledge of P.E.T. I thought this would be an opportune time to assess the possible impact of P.E.T.'s influence following a major campus event designed specifically to inform the local and college community about transfer. The majority of the people that I spoke with had not heard of the Project. They did not know of the acronym or what it stood for. Those who claimed to be familiar with the Project were uncertain of P.E.T.'s purpose.

I spoke with students in a number of different settings. Examples of these settings included the casual atmosphere of the Student Center, the disbursement lines for financial aid, in the counseling center as they left advisement sessions with academic counselors and at bus stops while they waited for public transportation. Comments received included:

> "I have heard of P.E.T., I think, but I am not sure what it is for. Isn't it to help students who have deficiencies and need to do some make-up work". 25 year old male student, interested in transfer

> "P.E.T.?, Naw I don't know what that is". 27 year old female, vocational education

> "Yes, it's for people interested in transfer. I plan to transfer, but I don't go to the meetings. When are the

> meetings anyway"? 22 year old female, interested in transfer
>
> "It is for helping students get into the medical field. I think you have to pass some kind of test to get in though". 30 year old female student, interested in transfer
>
> "Nope, never heard of it". 19 year old male athlete

I also engaged in conversations with students in the library asking about their academic endeavors. When I mentioned P.E.T., again and again most had not heard of it or of its mission. I explained the dynamics of P.E.T. to them, just in case they may not have been aware of the acronym or the 'catchy' name given, but were aware of the services. Even so, the majority of the respondents were unclear or unknowledgeable about P.E.T. or its initiatives. Some had heard about the Scholar's Honor Program, but did not associate it with the P.E.T. Project. Even the students who desired to transfer to senior colleges were unaware of the P.E.T. initiatives or its programs designed specifically to foster their academic transfer goals. Many had never visited the Transfer Center.

When I presented copies of articles from local newsprint media, the majority of the students had never seen them. Articles (Exhibits F & G) from the campus newspaper, *Talon Marks,* were recognized by some, but most admitted they did not read the campus newspaper on a regular basis or if they did, they were looking for specific items but rarely read the entire edition. This is important to note, since the Taskforce felt this would be a good medium to use to deliver information to the students. While it is true that *Talon Marks* was published regularly and had a wide distribution base at various locations throughout campus, 60% of spring 1996 and 64% of spring 1998 student respondents on institutional effectiveness surveys reported that they did not read the newspaper.

Informal chats with faculty revealed support for the vision of P.E.T. and comments that the programs were meritorious. However they saw no real need to 'jump on the band wagon' because the college had a Transfer Center and staff to meet the needs of students. Comments received included:

> "I read something about P.E.T. in the last *Campus Connection*, but I think students use the Transfer Center more to meet their needs than come to ask me about that kind of stuff". Full-time instructor, English

> "P.E.T. is supposed to assist students in getting transferred to 4-year colleges, but I am not familiar with what assistance the students actually get". Part-time instructor, Humanities

When speaking with classified staff in the various offices of Student Services (Financial Aid, EOP&S, Disabled Student Services and Academic Counseling) many were aware of the P.E.T. Project by name, but were uncertain about its mission and how it would accomplish its purpose. Staff in the counseling division were the most knowledgeable about the P.E.T. mission, yet had little insight about any of the programs under its direction. When questioned of how they became aware of P.E.T., the most common responses were by inter-office memorandums, word-of-mouth and/or discussions with managers who were members of the Taskforce. Few remember seeing articles in campus publications or campus postings. One staff member commented:

> "At our last staff meeting, we talked about P.E.T. briefly because now we are supposed to have students fill out a transfer destination form. I think we are supposed to also

have a suggestion box placed in here for student ideas".
Full-time classified staff, admissions and records
department

Other Programs

As I have participated as an observer of the P.E.T. Project other programs on campus were established and seemed to have made greater impacts on the transfer role of the college than P.E.T. One such program is the *Learning Communities* concept. The following comments are based on additional survey work that I completed for this grant sponsored student support program initiated at Cerritos College in 1995. (Exhibit E) From a small beginning of only two paired classes to more than nineteen scheduled for the 1999-2000 academic year, the program has increased in both faculty and student participation.

As the research liaison for the Title III Activity I *Learning Communities* Project at Cerritos, I assessed the impact these paired courses had on student self-concepts and educational endeavors. Students involved in *Learning Communities* were assessed for satisfaction with teaching styles, classroom environment, support services and program design. They also supplied qualitative comments about the advantages and disadvantages of the community. Reoccurring comments surfaced that participation in *Learning Community* courses provided the structure, support and most of all confidence they needed to seriously consider transferring to a four-year college.

Although the number of *Learning Community* classes were a mere fraction of the total courses offered at Cerritos, students and staff alike were quite aware of the *Learning Communities* concept on campus. The publicity of the *Learning Communities* was outstanding and included an active and constantly updated web site on the Internet. The Director of the Activity thoroughly involved the entire campus in activities realizing that 'knowledge is power'. Ideas and input were constantly sought and appreciated.

In review, it became clear to most of the people closely associated with the P.E.T. Project that a lack of structure and ambiguous follow-up were the defining straws that weakened the P.E.T. camel's back. Collapse of a good idea was imminent. The Project Director could or should have made better use of the expertise that surrounded him, rather than leave so many participants feeling as if their work was in vain and their ideas inconsequential.

According to the Path-Goal model of the contingency theory, the role of the Project Director was to insure that all Taskforce members felt their contributions mattered and that direction and support would be provided for the tasks at hand. Neither of these was evident to me or to many others involved in the Project. Slowly but surely enthusiasm waned and interest in the project dissipated. Restructuring of the Taskforce occurred as new members were added, but these efforts did not appear to have a great impact on revitalizing morale or enthusiasm for the Project.

The Taskforce was a volunteer association and therefore motivation was imperative for the successful continuation and participation of members. Whether intentional or due to having too much on his plate, the Director's alienation of certain members made it difficult for many to feel comfortable. It was evident as time progressed that there were Director's pets (favorites) in the P.E.T. Taskforce. Their issues were addressed, their needs were met, and their agendas were priority. No one can find fault with pushing top items forward, meeting deadlines and encouraging programs that might require more support, but an effective leader does not ignore the smallest of his unit to lift those already in the limelight. Every opinion counts and every participant matters.

CHAPTER SEVEN: COMPOSITE FINDINGS SUMMARY AND DISCUSSION

The information contained in this chapter is a composite of quantitative survey results, conversations with college constituents and institutional document review.

Using the reduction technique outlined here, the vast amount of collected data was compiled into a workable database for the seven areas related specifically to this study.

1. Respondent perceptions of the college image
2. Respondent views of the college function and facilities
3. Respondent views of the college influence on their goals
4. Respondent views of the transfer role of the college
5. Respondent views of student transfer desires and abilities
6. Respondent use of transfer related services
7. Respondents' length of time spent on the college campus

Responses were combined to form two categories entitled 'High' and

'Low' opinion. 'High Opinion' included the rankings which indicated a positive response (Strongly Agree, Agree, Accurate, Very Satisfied, Satisfied, Yes, Very Much, Above Average), those responses which were positively transfer directed (to prepare for transfer to a 4-year college, baccalaureate degree goal, etc.), and those which indicated a significant amount of time exposure to campus life (full time work or enrollment status). All other responses are assigned to the 'Low Opinion' category.

Six hypotheses were tested for significance, using null format and cross tabulation and Pearson chi-square analyses.

Hypothesis 1 - Respondent perceptions of the college image will be more positive after the implementation of the P.E.T. initiatives and programs.

Hypothesis 2 - Respondent perceptions of the college functions and facilities will be more positive after the implementation of the P.E.T. initiatives and programs.

Hypothesis 3 - Implementation of the P.E.T. initiatives and programs will significantly affect respondent perceptions of the college influence on their goals.

Hypothesis 4 - Implementation of the P.E.T. initiatives and programs will significantly affect respondent perceptions of the college role in transfer education.

Hypothesis 5 – Student use of transfer services will increase after the implementation of the P.E.T. initiatives and programs.

Hypothesis 6 – Student transfer desire/ability will increase after the implementation of the P.E.T. initiatives and programs.

1. Respondent Perceptions of the College Image

Hypothesis 1 - Respondent perceptions of the college image will be more positive after the implementation of the P.E.T. initiatives and programs. From both the staff (p=.029) and student (p=.000) responses, null Hypothesis 1 was rejected, showing a significant change in image perceptions between pre and post-P.E.T. survey periods.

Administrators, faculty and staff

According to pre-P.E.T. campus-wide assessments, the administrators, faculty and staff expressed feelings of empowerment and as being members of a 'partnership' on campus. Driven by a cohesive understanding of the college's educational philosophy and mission, a sense of purpose permeated the institution (Table 1). Respondents believed the administration placed needed emphasis on student success and openly fostered avenues for shared governance, academic freedom, and gender, cultural, and ethnic diversity.

Staff members exhibited confidence in the college leadership and a willingness to voice opinions and suggestions. Leadership offered a clear desire for cooperative governance and encouraged feedback and evaluation.

Generally, the employees were pleased with the overall image of the college and maintained a positive outlook about Cerritos College.

The attitudes about the attributes listed above changed for Cerritos. Dramatically in many cases and only slightly in others. More than half of the respondents were pleased with the institution's image. Although they felt the college represented itself accurately and honestly in its publications and media, the thoughts of Cerritos as an innovative institution declined significantly. There was a marked decrease from the 80% satisfaction rating of the previous decade.

There emerged concerns about the administration providing an effective workplace and teaching environment. Additionally concerns about the role of the faculty in governance, concerns about diminished community outreach and apprehensions about evaluation methodology surfaced.

Only half of the respondents expressed feeling as if they were members of a cohesive team. Paradoxically, even with these thoughts, a vast majority of the full time workers expressed pride in being employed at Cerritos. When nearly sixty percent of the faculty express a preference to teach at another institution flags tend to go up and bells tend to go off. (Table 10) A possible explanation being that a great number of Cerritos instructors were hired part time and might have taught at other institutions, not sharing the concerns of a diverse two-year college. Yet even with this declaration, the majority of these same respondents stated that they had been employed at Cerritos anywhere from 5 to 20 years. There must have been some underlying sense of satisfaction and commitment present.

On pre-P.E.T. surveys management did not share many responses concerning the college image, however comments were given that the college goals and objectives were in tune with the community and student needs. Respondents in staff positions viewed the college more as a tightly run, insufficiently oiled machine, that lacked direction or had too many changes in direction. There was a consistent decline among staff in both their feelings of Cerritos College as an effective and innovative institution and in their understanding of the college mission. (Table 1)

As P.E.T. has proceeded in its programs, most areas associated with perceptions of the college image have registered diminished satisfaction from the previous years. There was however consistent agreement that the college could achieve the goals it had established. Even in this, most felt more could have been done to inform them about the college goals and priorities so that activities of their unit, office or department could have related to the objectives of the college. The respondents also felt they could have provided more input into the goals and objectives that were established.

Students

Student responses showed a considerable change in perception of the college image over time when compared to staff surveys. This study was designed to follow the change in perception of the staff and student 'populations'. However, it should be noted that while a vast percentage of the staff have been a part of the college for most of the pre-and post-P.E.T. period, a majority of the individual students have been affiliated with the college for just over four years.

The students expressed many attributes about the college that were in contrast to the perceptions furnished by the administrators, faculty and staff. The students showed greater pride in attending the college, than the employees did in working for the institutions. The students highly rated the college image being positive and the institution being innovative and effective in fulfilling its mission. They stated that the college was honest and accurate in its portrayal in publications and with the media.

As a sharp contrast to these findings, while they are encouraged to voice opinions about their various situations, the students were not encouraged to be an active part of the college culture. They believe Cerritos could have done a better job of providing a friendly atmosphere in which to continue their education. This feeling has been consistent throughout the survey period. They emphatically give a low rating to the courtesy and friendliness of the staff, but rate quite highly the student-centered efforts of the faculty.(Table 1)

1. Perceptions of the College Image

Percent High Opinion

	Cerritos is an innovative and effective institution	I understand the College philosophy and mission	Cerritos Represents itself accurately and honestly in its publications	Faculty at Cerritos College are student centered
Staff - 1989	.79	.83	*	.71

Staff - 1994	.64	.69	*	.66
Staff – 1997	.58	.73	.56	.64
Student - 1996	*	*	*	*
Student - 1998	*	*	.70	.70

	I am pleased with the overall image of Cerritos College	I am proud to attend (work at) Cerritos College	Attending Cerritos provided a friendly atmosphere	I feel I am a member of the Cerritos team
Staff – 1989				

	.83	.92.	*	.70
Staff – 1994	.42	.71	*	.48
Staff – 1997	.53	.78	*.	.56
Student – 1996	*	*	.49	*
Student – 1998	.79	.80	.43	*

Table 1

(*) not applicable/no data available

Respondent views of the College function and facilities

Hypothesis 2 - Respondent perceptions of the college functions and facilities will be more positive after the implementation of the P.E.T. initiatives and programs. From both the staff (p=.000) and student (p=.002), responses null Hypothesis 2 was rejected indicating a significant change in the perceptions of the college functions and facilities between pre and post-P.E.T. survey periods.

Administrators, faculty and staff

As outlined in chapter four, the programs established or supplemented by the P.E.T. Project offer a commitment to student support and success. Whether directly or indirectly attributed to the influences of the P.E.T. Project, knowledge and perceptions of student transfer services and programs uniformly registered increased positive opinion.(Table 2) This increase was higher among the student population than any other group.

Contrasts exist between the faculty and the staff in their feelings of the institution being student-centered. Staff believed the faculty were self-serving and the faculty felt that the college programs were designed to be student-centered, yet thought the students were pampered. This sentiment, having decreased over time, was more avidly expressed before the inception of the P.E.T. initiatives.

More recent inquiries showed that staff thought students were not being served by most divisions of student services and campus facilities as well as they had been in the past. The services were not delivered to students in a coordinated manner then and the trend persists. (Table 3)

Students

The personal touch seems to be what is missing from the Cerritos "user-friendly" outlook. The students state that the college function and facilities meet their needs, yet they do not believe student services staff were interested in their intellectual development. While the students were aware of the services available to them, and many expressed confidence in the accessibility, satisfaction and worth of these services, the vast majority had never used the services. They knew the assistance was there, but neglected the potentially rewarding intervention available to them.

The student respondents gave high ratings to the quality of instruction and viewed the library and computer facilities and services as accessible and efficient. Talks with library personnel revealed that more students were accessing the library, using hard copy books and the number of books checked out had increased.

A possible explanation for this rise in ‘literacy’ could be that large numbers of Internet-linked computers were installed in the library near the book stacks. With the increased popularity of the Internet and the large number of students enrolled at the institution, time limits have been imposed on the use of the computer units. On days when large numbers of students visit the library to use the computers, the students signed up on a ‘waiting’ list for the next available unit. As they waited for their turn, they often browsed the library shelves and rediscovered old-fashioned reading from hard cover books as a new upsweeping trend.

Students were pleased with their overall college experience, yet they did not bear witness to having used many of the support services so intrinsic in the college academic experience.. (Table 23) Eighty-eight percent reported knowledge of the Transfer Center services, however only 22% had used the services provided.(Table 31)

2. College Function and Facilities – Percent High Opinion

	Student Services is	Orientation	Knowledge of

	interested in student intellectual development	influenced my desire to visit other campus services	Career Counseling services
Student 1991	*	.21	.34
Student 1996	.23	*	*
Student 1998	.32	.40	*

	Knowledge of Academic Counseling services	Knowledge of Transfer Center services	The Transfer Center is well publicized
Student 1991			

	.46	.16	*
Student 1996	.79	*	.19
Student 1998	.84	.88	.27

Table 2

(*) not applicable/no data available

2. College Function and Facilities – Percent High Opinion

	I feel well informed about the major goals & priorities at Cerritos	Students are well served by Orientation	Students are well served by Academic Advising (Counseling)	Services are delivered to students in a coordinated manner
Staff 1989	.72	.65	.53	.55
Staff 1994	.54	.54	.50	.48
Staff 1997	.42	.52	.48	.58

Table 3

(*) not applicable/no data available

3. Respondent views of the College influence on their goals

Hypothesis 3 - Implementation of the P.E.T. initiatives and programs will significantly affect respondent perceptions of the college influence on their goals. Student responses (p=.022) reject null Hypothesis 3, indicating a significant influence on their goals between pre- and post-P.E.T. survey periods.

Administrators, faculty and staff

Campus personnel appeared more interested in student transfer potential, yet only a third of the respondents felt the academic advising on the campus was more likely to help prepare students for transfer. (Table 8)

Students

Students stated that meeting with a counselor affected their educational goal more than it influenced their career choice. Most were focused on what they wanted from the college before they arrived, but were uncertain how to achieve their goal. Orientation services had little if any impact on their college experience, largely due to the fact that many did not participate. Over the course of the survey period, the greatest impact of the college on their academic goals was that attending Cerritos increased their desire for further education (transfer).

3: College Influence on Goals - Percent High Opinion

	Increased my desire for further education
Student Survey - 1996	.54
Student Inst. Effectiveness Survey-1998	.60

Table 4

4. Respondent views of the transfer role of the College

Hypothesis 4 - Implementation of the P.E.T. initiatives and programs will significantly affect respondent perceptions of the college role in transfer education. Staff responses (p=.03) reject the null Hypothesis 4, indicating a significant difference between pre and post-P.E.T. survey periods. However, student responses (p=.175) accept the null Hypothesis 4, indicating that the intervention did not make a significant difference.

Administrators, faculty and staff.

Respondents viewed many programs on campus as being geared to assist students with transfer and that once students completed these programs and courses, they are well prepared for continued higher education. They felt the transfer programs received adequate administrative and financial support, however the staff on the campus did not render as much encouragement or support as might have been needed to make these services 'live' in the lives of the students.

Two-thirds of the respondents believed Cerritos emphasized programs that help students toward the baccalaureate degree. Yet nearly 85% of the faculty stated that if they were a student planning to get a bachelor's degree, they would not begin their study at Cerritos College. When asked what students should gain from a two-year college education only 15% of the faculty thought preparation for further formal education (transfer) was most important. They stated that the programs and resources are in place, but they did not feel the Cerritos College mission is or should be transfer education.

Academic advising and the Transfer Center's programs and policies seemed ineffective in helping students interested in moving on to senior colleges. Keys to these problems stemmed from responses stating the Cerritos did not maintain strong relationships with baccalaureate degree granting institutions and that financial aid opportunities at these colleges and universities were rarely communicated to the students.

Very similar to survey results found by Cohen and Brawer (1996) at the beginning of the P.E.T. Project, the findings of this study showed that the administrators, staff and faculty responded in similar fashion to members at low transfer rate institutions. Student responses matched those of the students enrolled in institutions with high transfer rates. Forty percent of campus personnel were more interested in student employment potential than in transfer.

Students

The disparity that exists between the respondents' perception of what the college's emphasis is and what it should be is paralleled to the differences found in respondent views of the transfer role of the college. Consistent over the course of the survey period, students felt transfer was a more important role for the college than remediation, vocation, skill development or certification

Fonte (1993) states that data provided from determining the size of the gap between what "is" and what "should be" is exceptionally helpful in image research of key publics" (p.58). When asked what the college emphasis is and what it should be from pre and post-P.E.T. surveys, students reported that transfer ‘should be’ the more important emphasis. A reversal has taken place. In an early survey, 59% stated transfer ‘is’ and 57% stated transfer ‘should be’ most important. The most recent survey shows that 56% stated transfer ‘is’ and 59% stated transfer ‘should be’ most important. From this account it appears the students believe the transfer emphasis is diminishing. (Table 5)

How did the students feel about the most inclusive program designed for their transfer success - The Transfer Center? Although there was a significant increase in positive responses, only 38% reported the Transfer Center as helpful in facilitating transfer to a university. The adage, “*out of sight, out of mind*” has some bearing here, for the Transfer Center received failing marks for its publicity.

4: Transfer role of the College -Percent High Opinion

	What do you think the college's major emphasis is?(Transfer)	What do you think the college's major emphasis should be? (Transfer)	The Transfer Center is well publicized	The Transfer Center is helpful in facilitating transfer to a university
Faculty- 1996	.15	*	*	.43
Student - 1996	.59	.57	.19	.28
Student - 1998	.56	.59	.27	.38

Table 5

(*)not applicable/no data available

5. Respondent views of student transfer desires and abilities

Hypothesis 5 - Student use of transfer services will increase after the implementation of the P.E.T. initiatives and programs. Student responses (p=.507) accept the null hypothesis, indicating a significant difference between pre and post-P.E.T. survey periods.

Faculty

Once again the issue of confidence in the student body surfaced. Faculty reported that compared to other community college students, Cerritos students were less likely to transfer to 4-year institutions. Their views of the abilities of the students to complete the transfer process were directly compatible with the views of the faculty working at low transfer rate institutions (Cohen and Brawer, 1996).

Students

Students related their primary reason for attending Cerritos was to prepare for transfer to a 4-year college or university. A substantial number stated earning a baccalaureate degree as their educational goal, yet when comparing themselves to other students at the college, they had a low self-concept of their likelihood to transfer. (Table 6) According to registration applications matriculation surveys more than 40% of the incoming students expressed a desire to transfer to senior colleges, yet their apprehension was as evident as their lack of use of the support services available to assist them.

5: Student Transfer Desire/Ability - Percent High Opinion

	What is the primary reason you are attending this institution at this time?	Compared to other students at this college, how would you rate your likelihood to transfer	Educational goal (Transfer)
Student 1991	*	*	.56
Student 1996	.62	.43	.*
Student 1998	.59	.45	.61

Table 6

(*)not applicable/no data available

6. Respondent use of transfer related services

Hypothesis 6 - Student transfer desire/ability will increase after the implementation of the P.E.T. initiatives and programs. Student responses (p=.000) reject the null hypothesis, indicating a significant difference between pre and post-P.E.T. survey periods.

Students

The college has made inroads in upgrading student services and providing accessible resources, however, use of the facilities was desperately low. Most students did not participate in services, such as academic counseling, orientation, recruitment fairs and transfer programs, geared to help with the transfer process. (Table 6)

The students claimed to have interest in transferring, but less than 25% have visited the Transfer Center within the semester of the survey or have attended special sessions specially formatted for students interested in transfer. (Table 31)

Speculations as to why the students had a poor record of attending sessions designed for their benefit revolve around accessibility, hours of operation, publicity, transportation, and a change in college culture.

6. Use of transfer related services - Percent High Opinion

	Did you participate in special sessions for students interested in transfer?	Have you visited the transfer Center in the past 3 months?

Student 1996	.15	.22
Student 1998	.17	.17

Table 7

(*)not applicable/no data available

DISCUSSION

Organizational change theory

According to Lewin's organizational change model, constituent behavior and attitudes will change as the institutionalization of plans or programs becomes indoctrinated into the everyday scheme of the organization. Using Goodman and Dean's (1992) modification of Lewin's model, five factors are delineated in this conversion process. Adapting these five factors for the unique plan of action at Cerritos College, I found that this theory was significant in explaining the behaviors of the students involved in the assessment, but not for other constituents on the campus. This was just as I had predicted and my rationale for using a two-theory concept to evaluate the ramifications of the P.E.T. Project.

Institutionalization refers to the long term engraving of policies and practices of ideas or programs within the organization. This processing requires amongst its many dynamics - a desire among the participants to see the ideas come to fruition.

As an outcome, institutionalization places organizational structure and practice parallel to interests and policies. Yet as a process, institutionalization interacts and reflects the influence of organized interests and the actors involved (Zucker, 1988). "Institutional theory represents a dramatic exception, focusing on the taken-for-granted nature of organizational forms and practices...it has no explicit or formal theory of the role that interests play in institutionalization" (Zucker, 1988 p4). It therefore tends to diminish the ways in which variation in the strategies and practices of goal-directed participants may be related to variations in organizational structures, practices and forms.

In answering the challenge of what kinds of organizational phenomena are most susceptible to institutional theory explanation, Zucker (1988) explains that..."the unique contribution of institutional theory is in providing explanations of phenomena that do not reflect the behavior of rational actors driven by clearly perceived interests". Zucker also points out that in spite of the 'interest-free' reasoning implied in institutional theory, in practice the institutional theorists frequently use individual and collective interest in explaining organizational occurrences (p7).

Contingency-based leadership theory

Under the contingency-based leadership theory of motivation, subordinates response to leadership direction is contingent upon the structure of the involvement of the leader. In analyzing the development of the P.E.T. Project, the issues of expectancy, instrumentality and valance are linked to the perceptions of the respondents in regard to mission, objectives and outcomes. 1) The mission of the P.E.T. project encompassed the expectancy of the constituents to buy into the vision of the President for increasing transfer awareness on the college campus. 2) The objectives are the methods instrumental in obtaining the goals set forth by the P.E.T. design. 3) The outcomes reflect constituent perceptions of the institution's effectiveness in carrying out its mission.

The mission of the P.E.T. Project directs transfer related programs throughout various aspects of the life of the college. To do so and be successful in its attempts, those in positions of power that can enforce the ascribed changes must have an intrinsic interest or belief in the potential outcomes.

The Path-Goal model of the contingency leadership theory states that if the leader expresses the mission or the vision of the task to be performed in great detail and then allows the subordinates freedom to complete the task, the subordinates, exercising independent yet slightly structured license, will respond positively in perceptions, behaviors and attitudes. Likewise, if the leader expresses open, conceptual ideas of the mission or vision, yet provides extensive follow-up and instruction, the response from the subordinates will also be positive in perceptions, behaviors and attitudes. If the mission and the methods are both highly structured and ambiguously unclear, subordinate cooperation is negated.

The findings generated from this study support this model. It appears the managers, faculty and staff, who are the primary distribution points for the P.E.T. Project directives feel displaced from the comfort-zones of their way of doing business. With the emergence of new administration and a change in the hierarchy of the college, many are uneasy with the changes that have swept the campus. Whether they are in favor of the changes or not, being uprooted from their comfortable beliefs of traditional service, teaching and facilitating, many are expressing the feelings of being separated from their familiar bearings.

In leadership studies conducted by House (1976), Galligan (1980), Birnbaum (1987) and Richardson (1991), similar results to my study were reported. House's study on the theory of charismatic leadership, reviewed traditional literature on selected psychology and charisma as they relate to leader behavior and subordinate influence. He found that personal abilities of the leaders had profound and extraordinary effect on the followers. These effects included commanding loyalty, devotion to leadership and inspiring followers to accept and execute the will of the leader without hesitation or question or regard for own self-interest.

Galligan's study followed the relationship of junior high school principals' leadership priorities and teacher management skills. The results provided evidence that the constructs of Path-Goal theory were meaningful in differentiating leadership styles by outcomes of subordinate behaviors. The more restrictive the environment, the less productive the teacher in establishing class control. The principal's leadership emphasis was mediated by (contingent up) particular situational characteristics.

In Birhbaum's research on college presidents, he reported that the presidential perceptions of leadership as a process enabled subordinates to interpret their roles. This freedom opened avenues for discussion and reflection of the part of the college presidents to improve communication skills.

Richardson's study focused on minority student perceptions of administrative influence at a community college. He developed a model of institutional adaptation to student diversity that also fits the pattern of the Path-Goal model. He found that leadership dynamics between administration and students were effective only in the mobilization and empowerment of the faculty.

Contingency based theories of motivation are grounded in assumptions that motivation is a function of three components: (1) an effort-performance expectation that increased effort will lead to good performance (expectancy); (2) a performance-outcome perception that good performance will lead to certain outcomes or rewards (instrumentality); and (3) the value or attractiveness of a given reward or outcome to an individual (valance) (Bowditch & Buono, 1990,p60). I used the guidelines established by Bowditch and Buono (1990) to develop four review areas:

1) Hierarchical balance of power

2) Shared governance and leadership control

3) Feelings of inclusion and belonging

4) Planning methods and implementation

From these four areas, I reviewed twelve survey items. (See Tables 35 – 46) It should be noted that the umber of 1997 staff surveys returned (n=313) was half the number received in 1989 (n==638). Sample sizes were ample for generalization to the population. Observations may be limited and potentially biased due to this discrepancy. However it should be pointed out that 60% of the respondents in 1989 were faculty members and 57% of the respondents in 1997 were faculty members. These are representative groups therefore comparisons for this group should remain viable.

A startling finding was that all the areas showed a decrease in favorable ranking. Only seven of the twelve items received 'high opinion' marks above the 50% range, of that only one above 60% (Table 41).

Hierarchical balance of power

Respondents (70%) reported feeling disconnected from the administrative hierarchy throughout the campus.

They did not feel the college maintained a good balance of administrators, faculty and support to be an effective institution. (Table 36). Graen at al (1971) stated that availability of leadership is key to maintenance of healthy manager/subordinate relations. Staff felt the presence of leadership on the campus, but interaction seemed minimal. The President was quite visible and approachable, but other members of the administrative branch were not as accessible (Table 35).

Shared governance and leadership control

The respondents reported a lack of support for the leadership exercised at Cerritos. These findings support the previous indicators (Table 11), that only 40% believed the president provided effective leadership to define goals, develop plans and establish priorities for the institution. They were extremely dissatisfied with employee opportunities to give input into the decision-making processes of the institution. This concern was equally yoked with their thoughts that the faculty did not share appropriately in the governance of the college.

The staff expressed that they were often left out of decisions that directly affected them, their jobs and /or their abilities to complete their jobs. Scott (1980) warned about the internal environment that would established in an open system dynamic when workers are isolated from the decisions that directly affect them.. Morale and confidence in leadership are at stake. Kurt Lewin (1951), in explaining his theory of institutionalization, highlighted the need for constituents affected by change to be a part of the change process. The transition meets with less opposition, when inclusion is a part of the design.

Feelings of inclusion and belonging

The respondents expressed feeling isolated from the administrative hierarchy. They felt their opinions were not sought, yet they had a sense of purpose among themselves (Table 43). They believed they could provide input into the goals and objectives established at the college and had mixed responses about feeling like a member of the Cerritos team. Many (61%) revealed an intense desire to be a part of the planning and implementation of goals, yet were isolated from the process (Table 41).

Planning methods and implementation

Sixty-two percent of the respondents felt changes and transitions on campus did not occur in a planned and orderly manner. They felt the college could have done more to inform them about the major goals and priorities that were set . Just over 50% believed the college could achieve the goals it had established (Table 45) Conversations with classified staff revealed that many of the changes and adjustments implemented in their divisions in recent years would have been better received if the frequency of these changes had been minimal. Too many changes… too soon was a general consensus.

Comparisons of the four areas, balance of power, leadership control, inclusion and planning, over the survey period from 1989 to 1997, an average 14% decrease occurred throughout the rankings. The greatest changes in perception involved staff feelings about accessibility to leadership on campus (.70 to .30 – Table 35); potential goal attainment (.83 to .53 – Table 45); and the opportunities for input into decision-making processes (.55 to .33- Table 42).

These findings are supported and explained by concepts of the contingency theory of leadership and motivation. Students do not feel the sense of detachment that the other constituents perceive. Unlike many of the faculty and staff, who have been a part of the college culture for many years, the faces and needs of students have changed drastically over the past decade. Students did not have the daily personal interaction opportunities with administrative leadership as did faculty, classified and support staff. The influences of leadership style were seen in the opinions of the staff who believed leadership could have been more responsive to their needs to be a part of decision-making processes. They reported a detached hands-off leadership style, as decisions were made and changes thrust upon them. While they struggled to maintain a sense of purpose and teamwork, the constant, ambiguous barrage of ‘new’ and ‘improved’ methods and strategies diminished their confidence in the leadership and the ability of the college to achieve its goals and objectives.

Contingency theory states that there is no one best method or solution for all organizations since environmental influences are key to its open systems dynamics. This lends to flexibility in addressing the differences in organizational culture. The design of the organizational hierarchy is important for conceptualizing the division of labor and leadership style should adapt according to member behavior.

Plainly stated, in the implementation of change, the administrative leadership must adapt strategies that consider such factors as leader-member relations, task structure, authority and power and the willingness of subordinates to assume responsibility for the pending actions (Bowditch and Buono, 1990).

SUMMARY

As Cerritos College makes strides toward a greater emphasis on transfer education, the results of this study provide crucial data to the administration and P.E.T. Taskforce members. The college administration must know if the programs instituted are on course; are making impacts; and are showing primary levels of satisfaction among the constituents. This documentation is important when presenting evidence of program design and operational procedures to internal audiences such as the providers of student support services, the College Board of Trustees, and College Foundation members. Equally important are external constituencies such as the feeder high schools, senior college representatives, grant-funding organizations, legislators, community activists, and other educational institutions with which the college must compete and interact.

As the college shifts its focus to be more transfer-directed what aspects of the modification process can be directly attributed to the P.E.T. Project and the influences of administrative leadership? I examined concepts of the Path-Goal model of motivation and institutionalization studies from organizational change theory to form the context of my study. Institutionalization refers to the long term engraving of policies and practices of ideas or programs within the organization. This processing requires amongst its many dynamics - a desire among the participants to see the ideas come to fruition. Contingency based leadership theory is grounded in assumptions that motivation is a function of three components: (1) an effort-performance expectation that increased effort will lead to good performance (expectancy); (2) a performance-outcome perception that good performance will lead to certain outcomes or rewards (instrumentality); and (3) the value or attractiveness of a given reward or outcome to an individual (valance) (Bowditch & Buono, 1990,p60).

I found the potential incorporation of these theories as explanations for actions, activities and behaviors associated with the development and implementation of the planned changed agenda of the P.E.T. Project. The verbal agenda developed and set into motion by the project, links the issues of expectancy, instrumentality and valance to the perceptions of the respondents in regard to mission, objectives and outcomes. 1) The mission of the P.E.T. project encompassed the *expectancy* of the constituents to buy into the vision of the President for increasing transfer awareness on the college campus. 2) The objectives are the methods *instrumental* in obtaining the goals set forth by the P.E.T. design. 3) The outcomes reflect constituent *perceptions* of the institution's effectiveness in carrying out its mission.

The mission of the P.E.T. Project directs ingression of transfer related programs throughout various aspects of the life of the college. To do so and be successful in its attempts, those in positions of power that can enforce the ascribed changes must have an intrinsic interest or belief in the potential outcomes.

It is important to note that Zucker (1988) comments on the role of interests as not being a chief defining factor in institutionalization. This statement is made according to institutional theory, which draws contrasts between the variations in the strategies and practices of those who are goal directed and the structures, practices and forms of the organization (p 4).

"Institutional theory represents a dramatic exception, focusing on the taken-for-granted nature of organizational forms and practices...it has no explicit or formal theory of the role that interests play in institutionalization" (Zucker, 1988 p4). It therefore tends to diminish the ways in which variation in the strategies and practices of goal-directed participants may be related to variations in organizational structures, practices and forms.

In answering the challenge of what kinds of organizational phenomena are most susceptible to institutional theory explanation, Zucker (1988) explains that..."the unique contribution of institutional theory is in providing explanations of phenomena that do not reflect the behavior of rational actors driven by clearly perceived interests." Zucker also points out that in spite of the 'interest-free' reasoning implied in institutional theory, in practice the institutional theorists frequently use individual and collective interest in explaining organizational occurrences (p7). Central to this line of argument is an apparent paradox rooted in the two branches that define institutionalization. As an outcome, institutionalization places organizational structure and practice parallel to interests and policies. Yet as a process, institutionalization interacts and reflects the influence of organized interests and the actors involved (Zucker, 1988).

The open discussion policies and committee involvement, including faculty, staff, and students, demonstrated the attempted shared governance approach used by the President (leadership) of the college. The new organizational structure established by the President served in orchestrating the organizational change.

The case study strategies of Merriam (1988) and Yin (1989), although qualitative in design, explore similar interactions between leadership and constituent perceptions to describe the organizational change process. In studying these and other research designs, I discovered the work of House (1971) whose path-goal theory of leadership effectiveness, along with Fiedler's (1978) contingency model explore frame much of the work dynamic taking place on the Cerritos College campus.

The Path-Goal model, often referred to in terms of leadership effectiveness, examines motivations and the way in which roots of motivation influence the management of performance. It states generally that people make choices, which reflect their preferences in terms of how useful something is to them. Individuals will be motivated to complete a goal, when they perceive that their efforts will lead to successful performance and the attainment of desired awards (Bowditch and Buono 1990).

Studies of this method have revealed mixed outcomes, but most prominently, the Path-Goal relationship was less clear under highly structured leadership control. Leaders can motivate people by increasing the personal benefits of accomplishments, reducing ambiguities and lessening organizational barriers. The emphasis for leaders is to carefully examine constituent expectations and perceived goals.

The areas where the initiatives and programs of P.E.T. might have made their greatness initial impact, ***Transfer role of the college*** and ***Student use of transfer related services***, were the very areas that had the most insignificant changes over the course of the survey period.

Students demonstrated a ‘love’ for the college culture, climate and the aura of the college mystic, but had very little interaction with the institution that they seemed to be so inspired by. Their participation rate across the board was very minimal yet they were positive the resources were up-to-date, innovative, effective and essential. They expressed a need for staff to be more receptive to their personal needs by showing more courtesy. However they applaud the services (materials, resources, assistance) rendered, whether they used them or not or received the service with a smile.

The staff of Cerritos College demonstrated a desire to be ‘in-the-know’ about goals, policies and practices, but have skeptical faith in the leadership. They believed the college resources (finances, materials, and personnel) and availability of these resources were adequate to achieve its goals. They expressed the need for the college to be more effective and innovative, yet seemed apprehensive about change that takes them from their comfort zones. Their positive perceptions of an increased transfer role of the institution changed significantly over the years, however they expressed a lack of confidence in student potential achievement.

COMMENTS

As researchers we are called upon to assess, evaluate, document and distribute information useful to and for the systems, programs, or entities under review. Unbiased, we are called to review theory, take educated guesses, design studies and recommend potential courses of action. Times and situations also call for opportunities to interact within the sphere of our subjects. I was privileged to have just such an opportunity.

As a participant observer of the P.E.T. Project from its onset, I would like to share a few candid comments and suggestions that might add to the understanding of this endeavor. I must quickly add that this study was designed and accomplished its goal of assessing the 'what' and the 'who,' it is improbable to address all of the 'whys.' What I offer now are closing comments, but this is just the beginning chapter of a planned change directive that has a definite need on the campus of any two-year institution.

In addressing the issues of interest and what is rational behavior for those who buy into the vision of the any planned change project, it is prudent to also highlight the importance of *planning* Without proper follow-up strategies, offensive and defensive, the objectives or battle plans of the project take on the form of the 'shotgun' approach. This approach is usually attempted if one is not sure of the direction in which to shoot, then by the use of a shotgun, one can cover a lot of ground with minimal ammunition.

While the vision for P.E.T. was a conceptually brilliant idea, its true value will be hard to evaluate because of the lack of benchmarks along its progress. Many college constituents are only vaguely familiar with P.E.T, the acronym, the process or the plan. An organized, written plan of action for the P.E.T. Project has never materialized and for this reason, it is evident that the methods used to complete these plans are often just as vague or ambiguous.

Enthusiastic, knowledgeable individuals have aligned themselves with the P.E.T. Project. The manpower, resources and the need are in place. Under the assumptions of the Path-Goal model more top-down management planning and directing structure needs to be added at the front end or more structured support and follow-up.

One might consider the unplanned efforts similar to deciding to "see" America from coast-to-coast by automobile, without the use of a map. One can start out with a general sense of the way to go and with much enthusiasm for the journey. Like electricity, the excitement of a new venture is in the air. Many want to jump onboard, throwing caution to the wind and enjoying the prospect of the open road. But soon those who require more structure in their lives, tire of aimless wandering, no matter how beautiful the sites and initial rewards.

The open road soon turns into treacherous mountains (severe criticism), unyielding deserts (decreased resources), or long stretches of wasteland (red tape). Things become monotonous, resources fade, and enthusiasm wanes. Those with little commitment, just along for the ride, bail without so much as a suggestion or comment. Without proper defensive planning, what could be a long term, enjoyable, challenging and rewarding sojourn, turns into an uphill struggle, lacking motivation and losing passengers along the route.

This illustration points to some of the situations encountered by the P.E.T. Project. From the diminished Taskforce membership to the few-and-far between Taskforce meetings, a sense of implosion permeates the talk about P.E.T.'s future. The programs that have been instituted by the early work efforts of the committee are still evolving. While it is true that once the ball gets rounding, fewer interactions are needed, but as with any moving object frictional forces, snags and hindrances, will soon cause the momentum to wane.

The P.E.T. Project is a marathon. The hardest part was getting started - fighting the initial inertia. Now, revitalization processes are needed. The P.E.T. body needs its second wind. The concept is futurist and can be fruitful if the issues brought up from this study are addressed and incorporated into the new and improved P.E.T. Project.

Deliberate change to an organization requires planning, consistent follow-up, the commitment of institutional participants, methods to deal with institutional culture, and a system of monitoring, evaluating, and adjusting to the change process. Cerritos College is definitely on the right path to a fruitful, yet frustrating journey. The resources are available, the students have a definite need for intervention, the staff, faculty and administrators are committed to the institutional goals, but change needs to occur in the confidence felt in the collegiate potential and future academic success of the students. All the potential agents of change must feel they are a part of the process and that changes are happening with them and not to them.

This pilot program once refined, will prove to be an outstanding method for inspiring transfer-awareness and giving students, staff, faculty and administration the support and encouragement needed to make a difference in the delivery of community college education.

GLOSSARY

Institutional effectiveness is a vague and ubiquitous term that speaks about the efficiency in which an institution establishes, meets, assesses, and evaluates its goals.

Institutionalization according to Goodman and Dean (1982) is examined in terms of specific behaviors or acts. An institutionalized act is defined as behavior that is preformed by a group, existing over a period of time and is established as a social fact.

Organizational change in its most ardent form is referred to by French, et al. as organizational transformation, which seeks massive changes in organizational structures, processes, culture, and orientation to its environment.

Transfer readiness: According to the California Community College Chancellor's office mandates and in association with IPEDS, a student is considered transfer ready when the student has successfully completed a transfer preparatory program. This transfer preparatory program is a program designed specifically to provide a student the basic knowledge needed to transfer into a higher level program. This would include a first 2-year baccalaureate level program which the reporting institution does not offer or two years of undergraduate studies needed for entrance into a first professional program or one or more years of undergraduate study needed for entrance into a health services field.

Transfer student: Transfer cohorts are composed of students who are attending college for the first time; are enrolled full-time; and are degree/certificate seeking.

Transfer success, as defined by the P.E.T. initiatives, is delineated along two primary parameters; an increase in transfer readiness of the students and an increased transfer rate for the institution.

APPENDIX: TABLES AND EXHIBITS

Section One - Administrative/Faculty/Staff Perceptions of Institutional Effectiveness and College Emphasis

1. Perceptions of the College Image

Staff Institutional Effectiveness Survey - 1989

	Item 1: I understand the College's philosophy and mission n=633	Item 31: As an employee, I feel that I am a member of the Cerritos family/team n= 635	Item 32: Staff at Cerritos College are student-centered n=629	Item 70 Cerritos College Is innovative n = 622	Item 75: I am pleased with the overall image of Cerritos College n=631	Item 77: I maintain a very positive image about Cerritos College n=631	Item 78: I am proud to work at Cerritos College n=631	Item 80: I believe that, overall Cerritos College is an effective institution n=629	Total points 5,041
High Opinion	527	442	444	440	190	295	322	289	4,067 .81
Low Opinion	106	193	185	**182**	109	82	51	66	974 .19

Table 8

1. Perceptions of the College Image (continued)

Staff Institutional Effectiveness Survey - 1994

	Item 1: I understand the College's philosophy and mission n=455	Item 31: As an employee, I feel that I am a member of the Cerritos family/team n= 450	Item 32: Staff at Cerritos College are student-centered n=452	Item 70: Cerritos College Is innovative n = 449	Item 75: I am pleased with the overall image of Cerritos College n=452	Item 77: I maintain a very positive image about Cerritos College n=454	Item 78: I am proud to work at Cerritos College n=454	Item 80: I believe that, overall Cerritos College is an effective institution n=452	Total points 3,618
High Opinion	314	214	299	221	190	295	322	289	2,144 .59
Low Opinion	**141**	**236**	**153**	**228**	**262**	**159**	**132**	**163**	**1,474** **.41**

Table 9

1. Perceptions of the College Image (continued)

Faculty Survey- 1996

	Item 2c: Most faculty at Cerritos College would prefer to teach at another institution n=44	Total Points 44
High Opinion	25	25 .59
Low Opinion	19	19 .43

Table 10

1. Perceptions of the College Image (continued)

Staff Institutional Effectiveness Survey - 1997

	Item 1: I understand the College's philosophy and mission n=307	Item 6: The institution represents itself honestly in publications n=306	Item 48: Cerritos College maintains a balance of administrators, faculty and support staff needed to be an effective institution n=309	Item 53:Faculty at Cerritos College are student-centered n=310	Item 54: The Administration at Cerritos College is student - centered n=309	Item 81: The President provides effective leadership to define goals, develop plans, and establish priorities for the institution n=306
High Opinion	225	172	138	199	152	118
Low Opinion	82	134	171	111	157	188

Item 83: I feel that I am a member of the Cerritos team	Item 84: I feel a great sense of purpose among the staff at Cerritos College	Item 87: I am pleased with the overall image of Cerritos College	Item 90: Cerritos College is an innovative and effective institution	Item 91: I am proud to work at Cerritos College	Total Points
173	183	165	180	243	1948 .57
136	126	145	129	68	1447 .43

Table 11

2. College Function and Facilities

Staff Institutional Effectiveness Survey - 1989

	Item 24d: Students are well served by Orientation n=624	Item 24e Students are well served by Academic Advising (Counseling) n=620	Item 25: Services are delivered to students in a coordinated manner n= 627	Total Points 2,505
High Opinion	403	329	345	1,534 .61
Low Opinion	221	291	282	971 .39

Table 12

Staff Institutional Effectiveness Survey - 1994

	Item 20d: Students are well served by Orientation n=447	Item 20e Students are well served by Academic Advising (Counseling) n=448	Item 21: Services are delivered to students in a coordinated manner n= 449	Total Points 1,344
High Opinion	243	224	214	681 .51
Low Opinion	204	224	235	663 .49

Table 13

2. College Function and Facilities (continued)

Staff Institutional Effectiveness Survey - 1997

	Item 12: I am well informed of the major goals and priorities at Cerritos College n= 310	Item 31: Cerritos College maintains academic advising programs to meet student needs n=296	Item 32: Courses are structured to allow students to progress through their programs in a reasonable amount of time n=301	Item 33: Services are delivered to students in a coordinated manner n=305	Item 35: The array of student services available at Cerritos is exceptional n= 301
High Opinion	131	156	201	178	166
Low Opinion	179	140	100	127	135

Item 41b: Students are well served by Admissions n= 299	Item 41c: Students are well served by Registration n=298	Item 41d: Students are well served by Orientation n=296	Item 41e: Students are well served by Academic Advising(Counseling) n=298	Item 57: The College facilities are well maintained n= 312	Total points 3,016
193	182	155	143.	95	3,016 .53
106	116	141	155	217	1,600 .47

Table 14

3: College influence on goals

Faculty Survey - 1996

	Item 2j: Academic advising on this campus is more likely to help prepare students for transfer than to advise them about job opportunities N=43	Item 2k: Most campus personnel (administrators, counselors faculty) are more interested in student employment than transfer n=44	Total points 87
High Opinion	13	19	32 .37
Low Opinion	30	25	55 .63

Table 15

4: Transfer role of the College

Faculty Survey - 1996

	Item 1: What do you think students should gain from a two-year education? n=44	Item 2f: Cerritos College could do a better job of preparing its students to four year colleges n=43	Item 2h: Cerritos College emphasize programs that help students toward the baccalaureate degree n = 44	Item 2i: I frequently discuss transfer possibilities with my students n=44	Item 2j: Academic advising on this campus is more likely to help prepare students for transfer n=43
High Opinion	7	20	29	34	13
Low Opinion	37	23	15	10	30

Item 2k: Personnel more interested in student employment potential than transfer n= 44	Item 2l: Cerritos College has strong relationships with baccalaureate-granting institutions n = 43	Item 2m: Financial aid opportunities at 4-year colleges are communicated to our students routinely n= 43	Item 2n: If I were a student planning to get a bachelor's degree, I would not begin at this college n= 44	Item 2s: Cerritos College Transfer Center's programs and policies are helpful to students n= 44	Total points 436
40	17	6	37	19	222 .51
4	26	37	7	25	214 .49

Table 16

4: Transfer role of the College (continued)

Staff Institutional Effectiveness Survey - 1997

	Item 24: Students completing Cerritos College programs and courses are well prepared for continued higher education n=306	Item 27: The transfer education program at Cerritos receives appropriate administrative and financial support n=303	Total points 609
High Opinion	185	130	315 .52
Low Opinion	121	173	294 .48

Table 17

5: Student transfer desire/ability

Faculty Survey - 1996

	Item 2t: Compared to other community college students, Cerritos students are more likely to transfer to four-year institutions n=44	Total points 44
High Opinion	5	5 .11
Low Opinion	39	39 .89

Table 18

Section Two -Student Perceptions of Institutional Effectiveness and College Emphasis

1. Perceptions of the College Image

Student Survey- 1996

	Item 5h: Provided a friendly atmosphere in which to continue my education n=774	Total Points 774
High opinion	384	384 .496
Low Opinion	390	390 .504

Table 19

1. Perceptions of the College Image (continued)

Student Institutional Effectiveness Survey - 1998

	Item 5d: Campus staff are courteous and friendly n=538	Item 6p: Cerritos Represents itself accurately and honestly in its publications n=522	Item 6s: Faculty at Cerritos College are student centered n=526	Item 6u: I am pleased with the overall image of Cerritos College n=526	Item 6w: I am proud to attend Cerritos College n=533	Item 7h: Attending Cerritos provided a friendly atmosphere n=530	Total points 3,175
High Opinion	204	365	370	414	429	255	2,037 .64
Low Opinion	334	157	156	112	104	275	1,133 .36

Table 20

2. College Function and Facilities

Student Institutional Effectiveness Survey 1991

	Item 16: Orientation influenced my desire to visit other campus services n=1,210	Item 1b: Career Counseling n=1,173	Item 2b: Academic Counseling n=1,185	Item 3: Transfer Center n=1,117	Total Points 4,685
High Opinion	251	394	542	188	1,375 .29
Low Opinion	959	779	643	989	3,370 .71

Table 21

2. College Function and Facilities (continued)

Student Survey - 1996

	Item 8g: Student Services is interested in student intellectual development n=743	Item 8h: Transfer Center is well publicized n=760	Item 11g: Academic Advising n=756	Item 11i: Quality of Instruction n=765	Item 11j: Library facilities and services n=760	Item11k: Computer access and services n=750	Item 11n: Overall community college experience n=763	Total Points 5,297
High Opinion	173	147	596	703.	689	622	706	3,636 .69
Low Opinion	570	613	160	62	71	128	57	1661 .31

Table 22

2. College Function and Facilities (continued)

Student Institutional Effectiveness Survey 1998

	Item 5f: Student Services is interested in student intellectual development n=533	Item 5k: The Transfer Center is well publicized n= 538	Item 6f: Orientation influenced my desire to visit other campus services n=527	Item 9b: Knowledge of Career Counseling Services n=522	Item 10a: Knowledge of Academic Counseling Services n=518	Item 11a: Knowledge of Transfer Center Services n=516	Total Points 3,154
High Opinion	171	147	213	455	435	456	1877 .60
Low Opinion	362	391	314	67	83	60	1,277 .40

Table 23

3. College influence on goals

Student Survey - 1996

	Item 5g: Increased my desire for further education n=767	Total Points 767
High Opinion	411	411 .54
Low Opinion	356	356 .46

Table 24

Student Institutional Effectiveness Survey - 1998

	Item 2: When did you first decide upon a specific educational goal n=539	Item 6m: Career counseling helped me determine my career interests n=522	Item 6n: Meeting with a counselor helped me establish my educational goals n=526	Item 7g: Attending Cerritos College increased my desire for further education n=530	Total Points 2,117
High Opinion	123	198	281	318	920 .43
Low Opinion	416	324	245	212	1,197 .57

Table 25

4: Transfer role of the College

Student Survey - 1996

	Item 2: What do you think the college's major emphasis is? n=789	Item 3: What do you think the college's major emphasis should be? n=795	Item 8h: The Transfer Center is well publicized n=760	Item 8i: The Transfer Center is helpful in facilitating transfer to a university n=731	Total points 3,075
High Opinion	462	455	147	207	1,271 .41
Low Opinion	327	340	613	524	1,804 .59

Table 26

Student Institutional Effectiveness Survey - 1998

	Item 3: What do you think Cerritos College's major emphasis is? n=535	Item 4: What do you think Cerritos College's major emphasis should be? n=534	Item 5K: The Transfer Center is well publicized n=538	Item 5l: The Transfer Center is helpful in facilitating transfer to a university n=530	Total points n=2,137
High Opinion	298	317	147	202	964 .45
Low Opinion	237	217	391	328	1,173 .55

Table 27

5: Student transfer desire/ability

Student Satisfaction Survey - 1991

	Item B: Educational goal n=1,117	Total points 1,117
High Opinion	624	624 .56
Low Opinion	493	493 .44

Table 28

Student Survey – 1996

	Item 1: What is the primary reason you are attending this institution at this time? N=794	Item 7h: Compared to other students at this college, how would you rate your likelihood to transfer n=770	Total points 1,564
High Opinion	494	328	822 .53
Low Opinion	300	442	742 .47

Table 28

5: Student transfer desire/ability (continued)

Student Institutional Effectiveness Survey - 1998

	Item 1: What is your primary reason for attending this institution at this time? n=538	Item 13h: Compared to other students at this college, how would you rate your likelihood to transfer n=499	Item 15: My educational goal is: n=536	Item 19: How many transferable units are you taking this semester? n=521	Total points 2,094
High Opinion	318	223	325	221	1,087 .52
Low Opinion	220	276	211	300	1,007 .48

Table 30

6. Use of transfer related services

Student Survey - 1996

	Item 4b: Did you participate in Academic counseling? n=795	Item 4c: Did you participate in Orientation sessions? n=795	Item 4h: Did you participate in special sessions for students interested in transfer? n=795	Item 9c: Have you visited the transfer Center in the past 3 months? n=781	Total points 3,166
High Opinion	374	272	121	172	939 .30
Low Opinion	421	523	674	609	2,227 .70

Table 31

Student Institutional Effectiveness Survey – 1998

	Item 11a: Use of Transfer Center	Item 12d: Attended on-campus recruitment fairs	Item 12e: Attended special sessions for students interested in transfer	Item 20b: Have you visited the Transfer Center in the past 3 months?	Total points
High Opinion	127	55	84	89	355 .18
Low Opinion	389	427	412	422	1,650 .82

Table 32

7. Time spent on campus

Student Survey - 1996

	Item 10b: Attending classes n=786	Item 10c: Attending study groups on campus n=781	Item 10e: Using library facilities n=781	Item 10f: Using faculty hours n=779	Item 10g: Talking with my academic advisor n=779
High Opinion	627	45	77	12	10
Low Opinion	159	736	704	767	769

Item 10i: Using the computer center n=778	Item 10j: Studying by myself on campus n=783	Item 10k: Employment on campus n=779	Item 13: How many credit hours are you taking this term? n=750	Total points n=6,996
43	93	31	**433**	**1,371** **.20**
735	**690**	**748**	**317**	**5,625**

Table 33

7. Time spent on campus (continued)

Student Institutional Effectiveness Survey - 1998

	Item 8b: Attending classes n=531	Item 8c: Attending study groups on campus n=528	Item 8d: Studying on campus n=532	Item 8f: Using faculty office hours n=526	Item 8g: Using the computer center n=529	Item 8h: Using the library facilities n=522	Item 8i: Talking with a counselor n=530	Item 8k: Employment on campus n=532	Item 18: How many units are you taking this semester? n=551	Total points **4,781**
High Opinion	393	21	75	13	39	**35**	**68**	**26**	**373**	**1,043** **.22**
Low Opinion	138	507	457	513	490	**487**	**468**	**506**	**178**	**3,738** **.78**

Table 34

Hierarchical balance of power

I am pleased with the access I have to individuals at all levels of the administrative hierarchy campus wide.

	n	High Opinion	Low Opinion
Staff Survey 1989	630	443 .70	187 .30
Staff Survey 1994	453	207 .46	246 .54
Staff Survey 1997	311	92 .30	219 .70

Table 35

Cerritos College maintains a good balance of administrators, faculty and support staff to be an effective institution

	n	High Opinion	Low Opinion
Staff Survey 1989	633	335 .53	298 .47
Staff Survey 1994	453	169 .37	284 .63
Staff Survey 1997	309	138 .45	171 .55

Table 36

Leadership control and shared governance

I am supportive of the leadership exercised at Cerritos College

	n	High Opinion	Low Opinion
Staff Survey 1989	629	425 .68	204 .32
Staff Survey 1994	450	160 .36	290 .64
Staff Survey 1997	308	126 .40	182 .60

Table 37

Administration provides effective environment

	n	High Opinion	Low Opinion
Staff Survey 1989	627	382 .61	245 .39
Staff Survey 1994	452	136 .30	316 .70
Staff Survey 1997	305	124 .41	181 .59

Table 38

I believe that faculty appropriately share in the governance of the college

	n	High Opinion	Low Opinion
Staff Survey 1989	626	335 .53	291 .47
Staff Survey 1994	451	149 .33	302 .67
Staff Survey 1997	307	120 .39	187 .61

Table 39

Each employee has the opportunity through various channels to give input into the decision-making process

	n	High Opinion	Low Opinion
Staff Survey 1989	629	343 .55	286 .45
Staff Survey 1994	455	152 .34	303 .66
Staff Survey 1997	307	102 .33	205 .67

Table 40

Feelings of inclusion and belonging

I believe I can provide input to the goals and objectives established at Cerritos College

	n	High Opinion	Low Opinion
Staff Survey 1989	635	454 .71	181 .29
Staff Survey 1994	456	274 .60	182 .40
Staff Survey 1997	300	184 .61	116 .39

Table 41

I feel I am a member of the Cerritos team

	n	High Opinion	Low Opinion
Staff Survey 1989	635	442 .70	193 .30
Staff Survey 1994	450	214 .48	236 .52
Staff Survey 1997	309	173 .56	136 .44

Table 42

I feel a sense of purpose among the staff of Cerritos College

	n	High Opinion	Low Opinion
Staff Survey 1989	627	460 .73	167 .27
Staff Survey 1994	452	227 .50	225 .50
Staff Survey 1997	309	183 .59	126 .41

Table 43

Planning methods and implementation

I generally feel well informed about the major goals and priorities at Cerritos College

	n	High Opinion	Low Opinion
Staff Survey 1989	634	457 .72	177 .28
Staff Survey 1994	457	236 .52	221 .48
Staff Survey 1997	310	179 .58	121 .42

Table 44

Overall I believe the college can achieve the goals it has established

	n	High Opinion	Low Opinion
Staff Survey 1989	635	527 .83	108 .17
Staff Survey 1994	447	265 .59	182 .41
Staff Survey 1997	303	160 .53	143 .47

Table 45

Changes and transitions occur in a planned and orderly manner

	n	High Opinion	Low Opinion
Staff Survey 1989	627	327 .52	300 .48
Staff Survey 1994	450	102 .23	348 .77
Staff Survey 1997	309	115 .38	194 .62

Table 46

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